

# THE SCHOOL JOURNAL

ELIZABETH, N. J.

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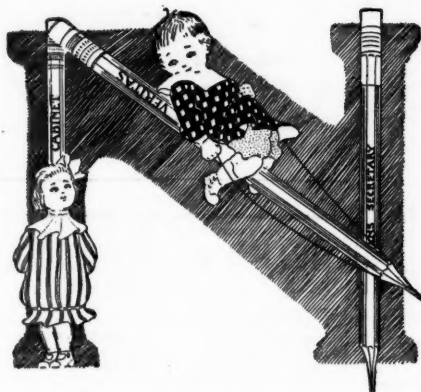
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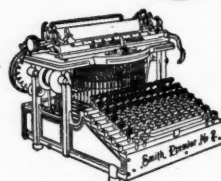
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# THE SCHOOL JOURNAL

## A Weekly Journal of Education

Vol. LXXV.

For the Week Ending November 16, 1907

No. 18

OSSIAN LANG, Editor.

### A Twentieth Century School.

While committees are investigating the reasons for the decrease of membership of Manhattan and the Bronx high schools, the Washington Irving High School is celebrating at teachers' receptions and Halloween teas its continuous growth in numbers. On October 28 Miss Rachel Bergamini, who has charge of the Eighty-second Street branch of that school, gave a harvest-home dinner to the teachers under her direction in recognition of their success in attracting students to the school and in holding them in it. The "Washington Irving Method" makes every member a committee to urge grammar school girls to attend some high school or other. THE SCHOOL JOURNAL reprinted last spring the remarkable "Letter to a School Girl," issued by the Washington Irving High School Association. This school takes the greatest care to avoid frightening the girls off the first week. It carefully avoids during that time the piling up of "don'ts" and rules before the new girls. It encourages its students to keep active membership in the grammar school alumnae organizations. It gives an "appreciation day" reception every year. It maintains an employment bureau and a corps of student reception committees to show visiting parents thru the school. And now the teachers in charge of the buildings are giving congratulatory dinners to their teachers in recognition of the growth in membership.

### Dr. Chancellor's Propositions.

The educational situation in the District of Columbia is slowly improving, despite the many insolvable inconsistencies and complications brought about by the operation of the present school law. The administrative difficulties are enough to stagger an experienced organizer and to tax severely the ingenuity of a skilled tactician. That Superintendent Chancellor has been able to accomplish anything under the circumstances, and has steadily won fuller control until now he is practically in command, marks him as an administrator of remarkable resourcefulness.

The District is sadly in need of a new school law. Dr. Chancellor has prepared an outline of an organization that will place the educational division on something like a reasonable basis. It aims at a decided improvement of present conditions. The best features of the school systems of other cities are included in it. And yet no radical assault upon the law of the District is involved. Dr. Chancellor proceeds on the basis that "there are many excellent features in the present school law," and that he is merely trying "to preserve and accentuate these good features." He recognizes "that the super-

vision of the District of Columbia is excessive in quantity, wrongly located, and deficient in quality." He points out, without mincing matters, that there are too many supervisory officers, and that "they supervise on points which do not require supervision, and omit supervision where it is required." A sensible plan of examination, assignment, remuneration and promotion is submitted.

The abolition of the office of supervising principal is a step that should have been taken long ago. In fact, when the present law was constructed, the Senate committee appeared to be agreed on this point. Somehow or other the complicated supervisory provisions were incorporated anyway by the pressure from personally interested people.

Whatever mistakes may be charged to Dr. Chancellor it certainly is a fact that he has brought about wonderful changes for the better, and that he was the one man the District needed at the head of its new school system. He is an excellent authority on points of school organization and administration, and his propositions relating to the revision of the District school law may well be given careful consideration. The great majority of the teachers are with him.

As already announced, THE SCHOOL JOURNAL will be published once a month, beginning with December. There will be no radical departure from the present program. It will remain eminently a news journal in and for education, keeping its readers in touch with vitalizing thought and current movements that aim at the efficiency of the schools. The keynote will continue to be that of a rational optimism.

Closer attention will be paid hereafter to the course of study, especially the phases that relate more particularly to the grammar schools. There will be notes of model lessons and tried school-room helps.

Miss Harriet E. Peet, formerly of the Forestville School of Chicago, and now teacher of English in the State Normal School, Salem, Mass., who has contributed to the *Teachers Magazine* some of the best articles on the teaching of composition ever written for grammar grades, will conduct a department of English.

Dr. Edward F. Bigelow, author of "The Spirit of Nature Study," etc., and universally popular as a speaker and writer on nature study, will conduct a department entitled "Our School Out of Doors," describing concretely the experiences of an enthusiastic and most successful teacher of nature study. The articles will be illustrated by magnificent photographs, taken expressly for this series.

There will also be tests to determine the comparative standing and progress of classes in various departments of work. Special consideration will be given to geography, civics, language work, nature study, and scientific inventions and discoveries.

The best ideas relating to school architecture and sanitation, interior decoration and equipment will be described by authoritative specialists. The care of the health of the child and the teacher in the school-room will remain one of the principal topics for consideration.

The readers of THE JOURNAL can aid the editor by writing out their wishes relating to subjects they would like to see discussed.



### Mischievous Social Doctrine.

Anna Steese Richardson has contributed to the *Woman's Home Companion* some very unfortunate opinions regarding business women. Her whole point of view is a mischievous one in that it attempts to picture present conditions, from which there can be no return to the days that have been, as a great misfortune. It can result only in spreading discouragement among women who have enough to contend with as matters stand. The best thought is needed to develop a proper attitude toward the form that the evolution of woman has assumed. The best thought is always optimistic. The progress of the world is onward and upward; it has been hitherto, and there is no indication of retrogression anywhere. The true social reformers recognize this. The sensationalists are mischief makers.

Listen to this extract from the *Woman's Home Companion* for September:

"The elevator in a sky-scraper where men and women share the offices of a powerful insurance company, was crowded almost to its capacity, when it stopped to take on board a tenant of the lower offices, accompanied by his wife. Instantly, every man in the elevator removed his hat. This was not a tribute to the wife's superior looks, for many of the women stenographers and clerks already in the car were fairer to look upon. It was not in compliment to the richness of her furs, nor her waving plumes, because the raiment of some of her self-supporting fellow-passengers was fully as good. It was purely the tribute from the primitive man to the primitive woman, whom he may support and protect, as compared with the woman who can and will support herself. The woman who works at his elbow day after day is not his ideal woman.

"As we left the car, a young woman whispered: 'Pleasant, is it not, to be shown in this unmistakable fashion the status you take in masculine estimation when you work for your living?'"

A recent number of *Vogue* contains the best answer yet made to the Richardson talks to business women, in the *Woman's Home Companion*. *Vogue* comments as follows:

The women and girls over sixteen engaged in gainful occupations in this country number 5,000,000 out of a total adult female population of 23,000,000 (vide 1900 Federal census), which means that about one in nineteen is working outside the home. The proportion of girls who before they marry are wage-earners, according to the same census, is about one in four, so that first and last a very large percentage are acutely concerned in bread-winning for themselves, and in many instances for those dependent on them as well. Moreover, so far from there being any likelihood that this class of the economically independent will lessen, it has been increasing for some years, and is still increasing faster than the feminine population of adult age. The wage-earning girl and woman therefore constitute a permanent element in modern society that must be accepted, and the supreme service to be rendered them is to stimulate them to efficiency in their chosen lines of labor, and to afford them facilities for the acquirement of this most necessary preparedness.

It is safe to estimate that hardly ten per cent. of woman wage-earners belong to that class voluntarily, and this fact alone should restrain leaders of thought from endeavoring to discourage them because they have been forced by circumstances to become self-supporting. Not only must many women be engaged in gainful occupations because of economic changes, but it is increasingly inevitable that a large proportion of them will not marry, and for this reason also it is incumbent upon moulders of public opinion to guard against preaching the gospel of discontent to those whose status in life is largely fixed beyond their ability to alter.

It should be said that these reflections are suggested by a paper in a popular woman's magazine, in which business life for women, and success in it, are pictured as lacking in domestic happiness and as making for restlessness, selfishness and discontent. The financially successful bachelor girl in the dainty home created and maintained by herself, and in which she dispenses a refined hospitality, is pictured

as inhabiting a whited sepulchre in which the starved soul of the woman sits alone weeping. Such sentimental stuff might be dismissed with a laugh, if it were not for the fact that thousands of girls are accustomed to get their opinions from their favorite periodical, and that the influence of such views cannot but be undesirable for this impressionable class. In this age, the fundamental necessity for girls as well as men is that they shall be encouraged to an ennobled self-sufficiency, and to have an honorable business career thus misrepresented to them as developing ugly and most unsocial qualities, and as resulting in mental misery, is to turn their thoughts to marriage at any hazard, since that is the only other way of gaining support. The undoing effect of such ill-advised doctrine is the more deplorable because it frequently happens that even those girls and women who marry will find themselves forced to self-support later, and that unless they are equipped with a trade or profession in which they are proficient, and in which they take pride, they simply add to the army of the unskilled and the little paid, which is the affliction and despair of large communities.

To sum up: for a large and increasing proportion of women wage-earning is inevitable, and marriage increasingly unattainable. These incontrovertible facts suggest that what all girls need is efficient training in industry, commerce or the professions, and encouragement to believe that proficient, conscientious service in even the lowliest occupations brings with it poise, unselfishness and character development that is highly social in its manifestations.

### A Hero and His Medal.

[Washington Post.]

The Carnegie Hero Fund Commission has awarded a gold medal and \$3,600 in cash to Andrew J. Hedger, of Finney County, Kansas, for extraordinary heroism. Hedger is superintendent of schools. He has an invalid wife and four children. He heard one day that two men had been buried alive by the caving-in of a well. He ran two miles to the spot, and found about 200 agitated persons there, not one of them willing to take any risk in saving the lives of the entombed diggers. Hedger scribbled a note to his wife, telling her how to collect his life insurance and what to do with his property, handed it to a bystander, and went down into the well to a depth of seventy-two feet. It seemed as tho he was going living into his grave.

For two hours Hedger shoveled dirt like a madman. He then unearthed one of the men, who was still alive. Tying the man to a rope, Hedger sent him to the surface and went on with his digging. He unearthed the other man, tied him to a rope, and sent him up. This man was dead. It was not Hedger's fault. The rope was lowered, and Hedger tied himself to it and was drawn up, more dead than alive.

The Carnegie Commission does well when it "considers this the most extraordinary act of heroism ever brought to its notice." It does well, of course, when it gives Hedger a gold medal and a comfortable lot of money. But who is honored? Is Hedger or the Carnegie Commission? Is Hedger a better man, or a more honored man, because he has the right to exhibit a gold disk with his name engraved upon it? The stuff that made Hedger a hero was in him when there was no Carnegie Hero Commission. Medals and cash prizes do not send a man living into a grave, or into a burning building, or into a boiling sea, in the forlorn hope of rescuing human life. There is something paradoxical in the idea that a man like Andrew Carnegie can honor a man like Andrew Hedger by giving him a gold medal and little or much money. The man who risks his life for others wins honor in another place. There is no need of Carnegie medals to perpetuate the fame of a real hero, or to secure that he shall not be forgotten when the recording angel makes up his record. The Carnegie Hero Commission will eventually be known thru the heroes it has discovered—the heroes will never be known by the medals.



# The School Secretary.

LILIAN V. ROBINSON.

Social workers in the South End of Boston for several years have co-operated more or less with public school teachers, finding them as a rule ready to advise and help, to give generously of their time.

In the early days of the Hawthorne Club, one of the South End neighborhood houses, the policy of seeking the co-operation of teachers in nearby schools was settled upon, and has never been abandoned. Early members of the club were gleaned from the school, the teachers advising and giving helpful information regarding the children they proposed for club membership.

Later, as the club house became too small for the development of its classes in manual training and the household arts, the club directors got the permission of the school committee to use nearby school-rooms and a school hall not only for special class work, but for a flower show, an industrial exhibit, concerts, gymnastic drills, etc., all with the sympathy and approval of the teachers.

But these efforts, interesting and helpful as they have proved, are but superficial, chiefly valuable perhaps, as a tie between school and club, neighborhood and school—the school and the club standing together for the higher life of the district (the notorious Ninth Ward).

Saloons, "speak easies," houses of ill-repute, cheap theaters, "penny dreamlands," dance halls, honeycomb the thoroughfares and side streets under the deafening roar of the elevated. But among, or near, the haunts of vice one finds tenements given over to family life and domestic virtue—parents and children whose fine traits win admiration.

It is for the children born and bred in this district that social workers feel most, and for whose future they may hope most. The school, the teacher, have both parents' and children's respect. The school is known to many of the children before the neighborhood house or settlement; sometimes before the church or synagogue of his faith. The school is non-sectarian, non-partisan, democratic, the day-home of the very poor, and the more prosperous of the district. Politics, even tho they hamper school committee and teachers, are not visible to the child, nor does intolerance grieve him. He finds sunshine here (or ought to), plants, fresh air, cleanliness, and order (or ought to).

It would seem, then, the first duty of the neighborhood worker to hold up the hands of the teacher and help, if he can, to make the school building the bright, clean, attractive spot it ought to be. The teacher, above everyone, would be the ideal neighborhood worker, the comforter and adviser in the home, in time of sickness or want; the friendly counsellor and helper when the child, at fourteen, seeks employment. The resourceful and wise man or woman would be able to teach in a hundred little ways hygiene of the home as well as of the school, and civic virtues as an offset to ward politics. Children are practical and keen, perhaps never again so open to every good influence. The overworked priests, ministers, and rabbis, could be put in touch with those rightly of their flocks. The problems of better housing, sanitation, labor, would all be seen at close range, and might be alleviated by this same ideal teacher. It would be this teacher's business to know the city organizations, the committees working for better housing, the Board of Health, the fresh air and relief societies, the trade schools, hospitals, and convalescent homes.

But *when*, one asks, does *such* a teacher find time to teach, to "keep up" with her specific studies, to meet advancing requirements, to freshen mind,

body, and spirit for the daily routine of the school-room; its monotony and nervous strain? No teacher could do both pieces of work, and yet, task for Hercules tho it is, one finds both men and women among Boston teachers, achieving it in part at least. They bring to their daily task sympathy for such work, stand ready to give of their time and strength towards the other life of their pupils, bring a practical wit and resourcefulness to the task, even give of their slender salaries towards the bodily needs of the little Mary or John whose sad condition touches their kind hearts.

It was such knowledge, based neither on sentimentality or loose generalities which suggested the idea of a "school secretary," a social worker whose aim it would be to do what the ideal teacher would do, had she time and strength. One whom the teacher could send as her representative into the home, one who might form a tie between home and home, between those whom poverty separates, or racial or religious intolerance.

A school secretary ought to be, tho perhaps not consciously, an interpreter of the social creed, an apologist of true democracy, a wise judge in the great industrial and political questions of the day, a true friend of the poor.

A school secretary has already begun work in a Boston school, a small, unsightly building which houses the first three grades. The need of social work here is very great, and the head master of the district and the teachers give support and approval to the plan. It was in this school district that the first school nurse in Boston began her work two years ago, and the school secretary will work, as closely as possible with the nurse in the future.

A small committee representing three neighborhood houses, the Hawthorne and Louisa Alcott Clubs, and Lincoln House, support the school secretary's work financially and in other ways.

The first small meeting of a group of mothers of the school children and the teachers was held this spring at the Louisa Alcott Club (a house under Jewish auspices). The children of the Hawthorne Glee Club sang, and a social hour followed. A few weeks later an interesting play session of the first grade children was held during school hours in the Hawthorne Club playground. Sixty-five children played games, swung, tilted, ran races, but without confusion or loss of discipline. The teachers of course were in charge, and the children entered and left the playground in file. Such play sessions held at not too frequent intervals during school hours would more than counterbalance any loss of study time by physical stamina gained. All these children have since been invited to use the playground daily during vacation time, when a trained gymnast, a graduate of Dr. Sargent's school, is in charge. The mothers, too, have been asked to come and sit in the playground as they had time, and on one afternoon a group of them met in the playground to hear a report of the Hawthorne Club work written by the children themselves.

The school secretary committee are already plunged into controversy with the local Board of Health over a slaughter house lately opened with powerful political backing, a few doors from the school. A local reform club, made up of men in the district, is backing the committee's effort. A public hearing was asked for, and representatives of South End Neighborhood and Settlement Houses supported the appeal for the removal of the slaughter house with its offensive sights and odors, the head master of the school district conducting the hearing.

Up to this time the politicians are dominating the situation, but as election draws near, one may expect "a change of heart" on their part, and victory for teachers and school secretary.

Countless possibilities present themselves in such work in Boston, or in similar districts in other cities. The secretary must have the "statistical mind," that she may acquire complete knowledge of the ills she wishes to cure, not that she may be capable of an exhaustive summary of conditions, useful tho that may have been in a past decade.

The *causes of poverty* in her special field of action she must endeavor to see, that her cure may go beneath the surface and strike at the root, if possible.

Since her work is primarily for the future of the children, it carries with it a promise of hope that a better chance may be given them, a broader opportunity than has been the lot of their fathers. With an efficient school secretary, proper financial backing, and harmonious relations of teachers, secretary, and committee, the plan presents great possibilities in preventive and constructive work.

## Better Lung Development for Children

By DR. EMILY NOBLE, Author for the "Method of the Millions Who Only Half Breathe."

In my talks to teachers I base my statements on incontrovertible facts.

*First:* We must recognize that we and our bodies are separate entities, hence the body can only express itself as far as *we* control its functions.

*Second:* That *breath is life*, inasmuch as it controls the double function of the blood stream, and the chemical affinity of the three natural sources of life, *i. e.*, air, food, and water.

*Third:* That a fertile source of tuberculosis among school children originates in a lack of physical resistance caused by insufficient use of normal lung development.

Very few school children are using normally even half their normal breathing capacity. A very large percentage of school teachers of both sexes are shallow breathers, many of them even *reversing* Nature's own method of rhythm in breathing, which every human being is born with, whether born prince or pauper.

The *prevention of tuberculosis* rests largely in the hands of mothers and school teachers who, in the cultivation of better lung power, and resistance to disease in the little ones, hold the solution to the greatest problem the modern world has to face.

Let us consider the key to daily physical regeneration; and plan that more should be done for the daily care of the health of the children in the homes and the schools. Take first the key to life itself, the function of breathing.

Rhythmic breathing controls not only the lung power and the double function of the blood stream, but every organ and nerve-center in the body, including the brain.

Ancient Eastern literature speaks of the nine gates of the human body—the nostrils and the mouth are the direct gateways towards the lungs. The mouth is the portal common to the chest and abdomen, too often, alas, left ajar! But the nostrils were designed by Nature to be the special route to the lungs by way of an inner portal in the throat known as the glottis, which opens into the larynx—the sound chamber—marvelously filled with membranes and muscles, all requisite for the articulation of the human voice. The larynx terminates in the windpipe, or trachea, which extends from below the middle of the throat a short distance downwards, where it divides into two tubes called the bronchi, which run on either side of the lungs, each dividing as it goes into many subdivisions and ramifications of smaller and smaller tubes, until they end in the air cells themselves.

The lungs should fill the chest cavity excepting for the small space occupied by the heart. They are conical in shape and their lower edge rests upon a muscle called the diaphragm (opposite the belt line). When they expand normally, they press a little downwards upon the diaphragm, causing it, with every normal inhalation, to take a rhythmic dip into the abdominal cavity. This in turn causes

a natural vibration with every breath of all the organs in the abdominal cavity energizing their blood supply and governing the quality of their secretions. The same breath also causes a little outward rhythm of the abdominal walls.

It is only about twenty-five years since the tubercle bacillus was discovered, and all medical experts agree that respiratory exercises and correct breathing is the only absolute preventative of its invasion.

It is always possible, thru fear or ignorance, to attach too much importance to the germ theory of infection, and too little insignificance to resistance to disease, which in normal health can easily be made a daily habit. It is only in cases of run-down, debilitated nerve force, or impaired nutrition of the body, that infection from any source is possible.

A normal rhythm of breathing which vibrates the whole body is the birthright of every child of high or low degree, but we of the Occident have lost this rhythm, and altho all children are born with it they lose it at a very early age thru imitation.

In spite of the enormous effort and large expense connected with the education of public school children in the item of physical culture, it can readily be proved, scientifically and anatomically, that very few of the children or teachers are using more than a small percentage of their natural breathing capacity, when the muscles are in repose.

Even trained athletes, in many instances, from lack of a knowledge of Nature's rhythm, are reversing and over-taxing their lung capacity.

"He who only half breathes only half lives."

The natural rhythmic breath can easily be taught, and once re-established will take care of itself automatically, and without conscious muscular effort.

In the Orient it is a matter of religious duty on the part of parents and teachers to see to it that the children never lose the natural rhythm of the breath they are born with, which is Nature's own method for compelling full lung development and sufficient oxygenation of the blood at the same moment.

A little practical investigation will soon convince the most sceptical of health and school board officials that not only has the average school child acquired the wrong method of breathing, and as a consequence is only half alive, but that in one month's time any child of any age could be taught to re-establish his birthright of rhythmic breathing, and make rapid gain in weight and strength.

Miss Alys E. Bentley, the well-known Director of Music in the public schools of Washington, D. C., writes: "I have investigated this system and believe it to be the most effective in placing the voice (the speaking voice and the singing voice). Moreover, I believe this rhythmic breath can easily be re-established in children of any age or grade, and that it should be taught in all our schools. It would take but a few minutes each day, and no one can estimate the value of the work to little children."



I know whereof I speak, for since my return from the Orient I have proved what right or wrong breathing means among many thousands of all sorts and conditions of people, and during a long sojourn in the Orient I found, from well-authenticated statistics, nasal and pulmonary troubles to be comparatively rare because of the correct use of

the lungs, even in the most densely populated portions of the globe, and where sanitation and climate are equally undesirable.

Control of the breath means also control of the nerves, and is the secret of the calm stoicism, the dignity of bearing, the dynamic energy and splendid physical endurance of both sexes among the Oriental.

## United States History in the Grammar Grades.

By JAMES H. HARRIS, Director of Grammar Grades, Minneapolis, Minn.

In the series of articles on United States History, of which this is the initial number, the chief purpose will be to present an outline of the subject which shall accentuate the causal sequence of events. In the progress of the series there will appear also suggestions as to the material to be employed, a consideration of the arrangement of the course of study in history, the time that may properly be allotted to the subject, and other topics germane to the larger question.

While emphasizing the causal idea in this series, it is not intended to convey the impression that it is an exclusive method. Of necessity, not all events lend themselves to the causal treatment, or at least they do not lend themselves so readily as to make it a practicable method for beginning students. So many historical events are the effects of varying human purposes and motives that it becomes impracticable, if not impossible, to trace them in all their causal ramifications. Especially to grammar grade pupils would exclusive adherence to the causal idea prove baffling and discouraging. They have not yet attained the age nor accumulated the experience which would permit them intelligently to weave the threads of causal relationships.

Yet, while admitting all that may be said against employing the causal method as an exclusive one there is still ground for the view that it should be, used more largely than it generally is in our teaching; that much more may be done, even in the grammar grades, in the way of establishing the *causal habit*—the habit of looking at events from the causal point of view; that, while it may be true that there is much historical material in which the causal sequence could not be evident, at least to grammar grade pupils, yet there is a considerable body of such material which will lend itself readily enough to this method of approach. In an elementary way, and within the range of his experience, the child is as eager a searcher after the causes of things as is the riper and more mature student. And it is an attitude of mind that should be encouraged.

### The Source Method.

Bagley, in his book on "The Educative Process," writes: "In history, it would seem that the original records, written by actual participators in or observers of historical events would prove better media of instruction than treatises or text-books upon history worked up by writers who live at the present time. This general position has been seriously maintained by certain educators as applicable even to the work of the elementary school. The source method, doubtless, has legitimate use at all stages of instruction, but it is seriously to be questioned whether its function in elementary education should be anything more than supplementary. The proper interpretation of source records is a task that demands the experience and skill of a specialist. The task of the worker in source materials is to effect a compromise between conflicting or inconsistent reports, and to do this successfully requires a sifting of evidence that is far beyond the capacity of the adult laymen, let alone the child. What then, is the field of the source method

in the elementary school? Certainly source materials may be used for illustrative purposes. A contemporary account of the battle of Bunker Hill, taken by itself, would probably be misleading. But it could not fail if read in connection with an authoritative account drawn by an expert hand from all available sources, to add a touch of reality and vividness to the total effect."

This well sums up the educative value of history as a training in the use of materials and in analyzing their worth. Source material may be used in the elementary grades for *illustrative* purposes and "to add a touch of reality and vividness to the total effect." Beyond that it has no legitimate value in the grammar school.

### Moral and Social Effects.

It is in its moral and social effects that we find the most vital and exclusive values for the study of history. In these we find a primary and independent aim, to which all other aims or values are secondary or subordinate. History is the biography of the race. It tells of the struggles and progress of the race from barbarism, ignorance, and superstition to civilization, knowledge, and enlightenment. It tells how men have adjusted themselves or failed to adjust themselves, to the physical, social, or political environment in which they found themselves; how they have slowly and painfully modified and improved this environment, and have made it a more suitable field for their activities, and how, little by little, they have made themselves more efficient, more worthy, more happy.

The knowledge of the past is of value as it guides and influences us in our attitude toward present and future individual and social situations. Says John Morley, "It is the present that really interests us; it is the present that we seek to understand and explain. I do not in the least want to know what happened in the past, except as it enables me to see my way more clearly thru what is happening to-day. I want to know what men thought and did in the thirteenth century, not out of any dilettante or idle antiquarian's curiosity, but because the thirteenth century is at the root of what men think and do in the nineteenth."

Unquestionably, the pre-eminent aim in our teaching of history should be to bring to light its ethical and social interpretations. In the elementary grades, of course, this will appear only in an elementary way, and in ways that appeal to the needs and interest of the child. History, thru biography, and thru its larger movements, will furnish the material and method of this portion of the course. Thru the study of great characters like Columbus, Champlain, Penn, Washington, Lincoln, and others, ethical and social ideals of the most ennobling and impelling sort will be stimulated in the child. In the study of great movements, like the struggle for the Magna Charta, the Puritan Revolution, the Revolutionary War, the Civil War, the evolution of the race to a higher conception of freedom, happiness, efficiency will be revealed; and the successes and failures, the wisdom and folly of the past will alike have their lessons of encouragement and warning.



## How Boys Were Taught to Observe.

By THOMAS TRYON, New York.

"Mr. Tryon, will you teach us fellows some art?"

A very dirty and timid small boy stood at my side, and with a quiet little voice, spoke, while his bright eyes gleamed with desire. "Certainly, old chap; let's begin right off," I replied.

The young hearts of the members of my class of boys were filled with a longing for self-expression. That I realized. How to satisfy this longing was, however, quite a different problem from any I had yet encountered.

And that set me to thinking, and thinking hard, too. The result was a scheme evolved out of my inner consciousness. I believed it to be an original one. Later I found that it was no more original than a great number of other seemingly unique ideas. Yet I feel sure it is a good scheme. Possibly it may be of help to others as it has been to me. It certainly has brought entertainment, and I hope some instruction, to twenty or more little chaps living on the East Side of New York, whose lives are cramped by circumstance and environment, but whose minds are alive to impressions and who are eager for betterment.

Now the field of art is pretty vast, but the first essential is to acquire the ability to observe. It is pathetic to realize of how little permanent value are the impressions we receive thru the eyes. How often we see something attractive, and how seldom are we able to give adequate description of it after. The child—and for that matter the man or the woman—must learn to retain the impressions received thru the eye, and should be able to set down on paper, even in a crude way, the ideas planted in the brain. To accomplish this I taught my boys a new alphabet of lines. It was an alphabet of twelve characters, from which, and by which only, they were to construct figures or compositions from the simple recital that I gave them.

The following are the lines which I discovered were essential for this work.



The horizontal line, a line of peace and quiet, the fixed position from which all others develop.



The vertical line, a line of force, a line which indicates perfect balance, and one which may always be found or felt in the salient point of the composition.



The line of angles. These lines may be of greater or less strength and force as they progress from the vertical to the horizontal; the nearer the vertical the stronger character they have.



The circle, a line without end, complete in itself.



The four parts of a circle.

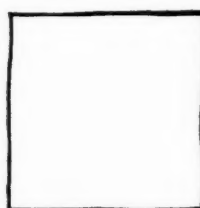
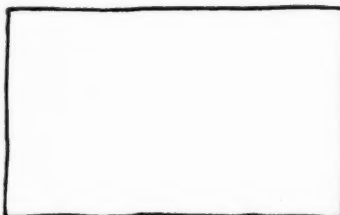
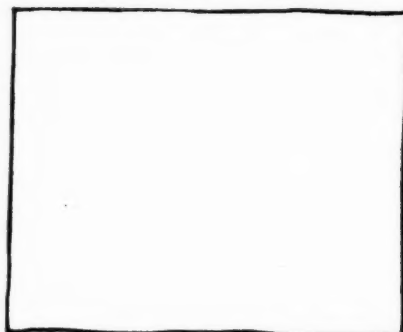
The hooked line, or part of an ellipse. (The ellipse may be included later in more elaborate work. But in the early stages it is not necessary.)

The point used for making accent, and later for shading.



From these twelve characters I found that all varieties of form in nature and art could be constructed. At first no attempt was made to elaborate ideas. This followed later. All was kept as simple as possible.

I placed my boys at a table, each with a pad of white paper and a soft pencil. They were instructed to draw, each to his own fancy, a frame. This might be any form of rectangle or square. I did not limit them at all, but simply suggested that they draw as they pleased, a frame, enclosing a certain part of their sheet. Thus:

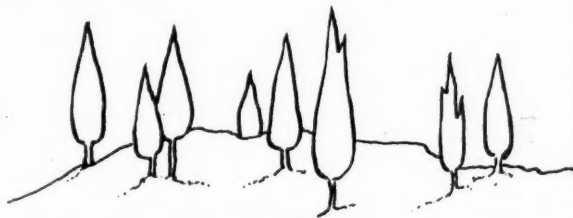


These outlines being settled to suit the individual taste of each child, I told them a simple story, using only such elements as they could readily understand, and spoke only of such objects as were familiar to them. At first I illustrated the method of making the picture in the frame, out of characters in their alphabet. They needed to be shown but once what was desired. Then they built up with the aid of their alphabet a picture or a composition within the frame each had individually determined upon as an attractive shape.

This is the skeleton of the scheme. I soon found that the forms had to be taken up each by itself, for these children were without knowledge of forms in Nature. They did not know or realize the difference between the form of the apple-tree and the pine. They knew, of course, the outline of a hill and mountain; they appreciated the level horizon of the sea, and the salient features of a building; i. e., they could construct the outlines of the walls and roof, and even put in a tower, and place the doors and windows, and so forth. But we had to take an out-door trip in order to look at the trees, so that when an apple-tree was spoken of we knew it was made with a circle, and that the stem or trunk was gently curved. Thus:

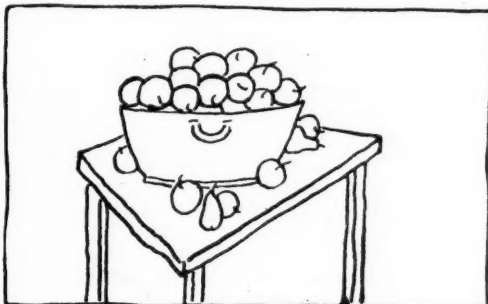
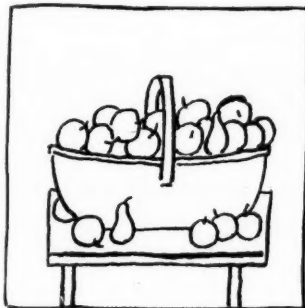


The pine trees are made of the hooked lines simply joined at the top to the stem or trunk of the tree. Thus:



I had no intention of teaching the boys drawing; I wanted only that they should be able to put down on paper their impressions of forms as suggested by the spoken word. The results are most satisfactory, and many of the drawings, crude as they are, have the strong points of the story.

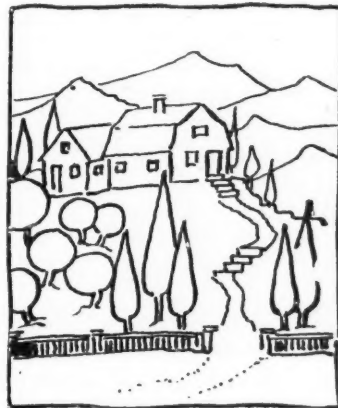
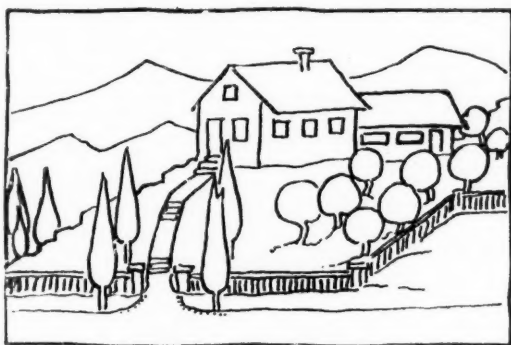
For instance, I told them to draw a basket of apples on a table, with two pears among them. Here are some of the drawings.



Here is a story I told:

"There was once upon a time a small house built upon the side of a hill. There were big mountains back of it, and the farmer who lived there had an apple orchard not far from the house, with some pine trees near the gate."

Below will be found a few samples of the drawings done by the boys, illustrating their conceptions of the story.



From such simple stories and simple elements I went on, and introduced figures of men, women, and children, made of the same lines. See figures on next page.

The introduction of animals I considered at this stage to be too difficult for the children, since in

order to give the impression of an animal in a few simple lines one must have the keenest appreciation of form and proportion. Later on it was possible to take up these elements and enlarge upon them.

I found great interest among the boys in doing this work. I made it as attractive as I could. Every now and then I stopped and gave them a bit of the history of art, starting with the earliest forms of decoration. Before the season was over I found my boys quite familiar with the earliest forms of art, as well as with the characteristic features of the historic ornament of Egypt, China, Greece, etc.

There are many charming stories of artistic interest, either real or fanciful, which will hold the attention of even the most restless child for an hour or more. Personally I believe that this is too much time to spend in this way. Nevertheless, I found that it was all too short for the boys; they always wanted me to go on and tell them more stories, that they might illustrate them.

I don't suppose that any of these boys will ever come out of this class as draughtsmen or artists. I do know, however, that already they are able to describe simple objects with great accuracy. Let me add here, in parenthesis, that by accuracy I mean that the essential features are always picked out, and made the most of, while the ornamental parts may be entirely overlooked.

One of my methods of "observing things" was to decide that a certain street should be visited, and a building on that street selected for description, noting the solids and voids in the façade, the horizontal line of decoration, such as cornice and so forth.

I have taken them to the Metropolitan Museum of Fine Arts, to see some objects covered by the

work of a month. One expedition was made to look over the work of the Roman bega or chariot, the Roman cooking utensils, and other materials. We also looked at the mediæval armor in the collection. At another time we considered the architecture, looking at the models of certain buildings, and studying the characteristics of the styles in architecture.

These rough notes may give you some idea of the methods I pursued to encourage the boys to observe things. From this point of simple out-



The Man.



The Woman.

line the rest follows quite easily. Balance of parts in composition can be studied by means of spots enclosed in a given space. Studies in black and white may be undertaken in a simple way, and the question of shades and shadows reduced to its simplest terms is made comprehensible to the child.

Color and color compositions are somewhat more difficult, but can be taught in the same way by the use of colored crayons instead of water colors.

"I consider it was an achievement to be able to hold their attention for two hours twice a week, with the simple methods that I pursued. In the end I found them all eager to start anew early in the fall with the same work. This is the more gratifying since the boys were in no wise compelled to attend these evenings. They came of their own free will, and stayed or not as they pleased.



The Boy.



The Girl.

## Spelling.

By L. V. ARNOLD, New York.

It has often been declared that good spellers are decreasing in numbers, and that the general average is lower than formerly. This assertion is not supported by trustworthy statistics, which show an entirely different state of affairs. The present has improved upon the past. Can we improve upon the present? If the expended toil does not develop satisfactory results, either too little stress is placed upon spelling or the efforts are misdirected. The American people strive to be practical, and there is no reason why spelling should not be as practical as any other language school subject. A short time ago a new speller came to my desk, and on one of the pages I found a long list of obsolete words, and not far from that page a list of foreign words and expressions but little used in our language. A speller is not supposed to be a dictionary, nor is such work required for mental discipline.

A few years ago a movement was started, securing strong footing in several cities, to teach spelling with every lesson and to have no definitely assigned period. This plan developed laxity on the part of the teacher and indifference on the part of the child. The result was, in most instances, poor spellers. The experiment cannot be considered a success. Inasmuch as every lesson furnishes material for the spelling, it is in that sense a spelling lesson. It is no more possible to unite at every recitation spelling and arithmetic, spelling and history, spelling and geography, than it is to make music harmonize with arithmetic, history, or geography at every recitation. All work must of necessity be correlated to make it of any value, and the correlation of spelling is shown in all written work. A definite period should be assigned for all the work, and the pupils should be held to that work; no better discipline can be given in the school.

For developing correct habits the early years in school are the most vital. During that time good habits are acquired or forfeited. Good habits of study in spelling are as essential as good habits in the study of any other subject, and much depends upon the stress the teachers in the early years of school place upon the subject. In and above the second grade, at least, when a new word occurs in any subject, that word should be explained, and attention called to any peculiarity. In spelling words the child should be induced to add them to his vocabulary. In a child's reader should be found no word beyond that child, for by a well-graded system of reading the child is preparing for a step higher at every recitation or study period. Pupils

should recognize the form, know the meaning, and be able to use in their daily conversation the words which they of necessity use in their recitations. In the early grades should be formed habits which will grow into maturity in the English language, reading and spelling courses.

Teachers vary other lessons to avoid losing the interest of their classes and to make the work more entertaining. The same should apply to spelling. The pupils' text-books, newspapers, magazines, and the ordinary conversation of the tradesman, of the merchant, of mechanics, of the teacher and pupil, furnish material for variety, together with many methods which suggest themselves. For one week confine the words to history, next to grammar, etc. Newspapers, and the books used in language and reading courses, should also be called into commission. There should also be frequent surprise tests, both oral and written, involving words studied and not studied, but with which, from their reading, the pupils may be supposed to be familiar.

Contests create a wholesome atmosphere of ambition, and should be encouraged. These contests might be arranged between pupils of the same room or grade or between pupils of different grades, fourth and fifth, fifth and sixth. In my own school at present we choose once each month from grades above the third, the fifteen having the highest average standing to meet fifteen from the grade above, and the fifteen having the lowest average marks go to the room below to meet the fifteen from that grade. The pupils in each room who do not take part in the contest, act as score keepers for the contestants. Ten words correctly spelled on either side constitute a score, and the side having the greatest score at the end of twenty-five minutes is counted victorious. No pupil can have more than one trial on a word. If a pupil fails on a word that word must not be immediately given to another pupil. Words are given to either side alternately. With the above rules fairness is assured.

At the close of a recitation, however, all the errors in spelling should be corrected. This may be done orally or in writing. Many teachers ask pupils to correct each others' papers. This method is not conducive to accuracy. Besides, it breeds discontent and favoritism.

Words should be correctly spelled the first time they are placed on paper, and no erasures or corrections should be allowed. The habit of writing and altering to correct is a dangerous fault, and should be overcome early. Following this sugges-



tion there is no opportunity for the pupil to cheat in marking, and he may therefore correct his own paper.

If, when pupils are writing words they will inaudibly pronounce each syllable, it will aid them toward accurate spelling. The following is a good method for correction; the pupils should keep a

list of their own misspelled words, while the teacher keeps their papers with incorrect words checked. From time to time, the pupils may be called upon to correct orally or in writing, their misspelled words. Let us deal fairly with spelling as a subject, and firmly fix good habits during the early school years.

## White Oak (*Quercus alba*).

Forest Planting Leaflet of the U. S. Department of Agriculture, GIFFORD PINCHOT, Forester.

The United States Department of Agriculture is doing a magnificent work for the schools. Practically all its important departments realize the importance of uplifting practical agriculture by means of practical instruction. Many valuable pamphlets have been published. A recent one by Dick J. Crosby on "Progress in Agricultural Education" is particularly noteworthy. The Forestry division has issued many leaflets which teachers would appreciate as helpful aids in nature study. There have been several leaflets describing the appearance, growth, use, and cultivation of a number of the most important trees. Those who teach grammar and high school classes could make good use of them. Here is a sample of the contents of one such "Forest Planting Leaflet."

White oak, when grown in the forest, is characterized by a long, clean trunk of rather uniform diameter, surmounted by a comparatively small crown. In the open the crown becomes rounded and massive, much greater in breadth than in height, supported by a short, sturdy trunk. Under average conditions the tree grows to a height of from sixty to one hundred feet, with a diameter of from two to four feet. In the Southern Appalachians specimens much exceeding these dimensions are often found. Near the western limits of its range the tree is smaller.

### RANGE.

White oak is common in the eastern United States; a line marking the general boundary of its range would extend from southern Maine and the valley of the St. Lawrence westward thru Ontario, Michigan, and Wisconsin to central Minnesota; thence south thru eastern Nebraska and Kansas to Texas; and east to Florida thru the intervening Gulf States. The region of best development is on the lower slopes of the Alleghenies and in the valley of the Ohio and its tributaries.

The white oak forms pure forests, and is also found in mixture with other hardwoods, such as chestnut, elm, basswood, hickory, maple, black walnut, yellow poplar, red oak, yellow oak, scarlet oak, post oak, and chestnut oak.

Artificial propagation may be carried on thruout its entire range.

### HABITS AND GROWTH.

White oak does not demand rich soil, but can maintain itself fairly well except on cold, wet land with an impenetrable subsoil. It reaches its best development, however, on rich, moist, well-drained loam, or clay loam, and prefers protected situations. Bottomlands and sheltered coves offer the ideal conditions. It is a fairly hardy species and resists both drought and cold, altho somewhat susceptible to very low temperature. The young trees are liable to damage from wind.

For thrifty growth white oak needs plenty of light, altho it will exist in partial shade. Young seedlings are tolerant and will start under dense shade, but they will not live long unless light is admitted.

In early life white oak is not so vigorous as red oak. Growth is slow but persistent, and trees attain great age. Forest-grown white oak requires an average of ten years for every inch of diameter increment, and this rate of growth often remains uniform until the tree is more than one hundred years old. The average annual height growth during such a period is about eight inches. Under the more favorable conditions that usually prevail in a planted forest the rate of growth would be somewhat higher.

### ECONOMIC USES.

The wood of white oak ranks among the best in general usefulness and is superior to that of other species of oak. It is ashy gray in color and is strong, heavy, hard, tough, close-grained, and very durable. It shrinks considerably and checks badly unless carefully dried. This tendency is more marked in white oak than in other oaks. The wood is used extensively in shipbuilding, heavy construction work, tight cooperage, vehicle manufacture, farm implements, ties, posts, piling, and for furniture and interior finish, often in the form of veneers. So great is the economic value of this wood that the available supply is being rapidly exhausted.

Practically no measures have been taken for the propagation of white oak. This is chiefly because its growth is so slow that plantations would give a very low margin of profit. Natural reproduction should, however, be encouraged and protected. Sprout forests of white oak can be managed at small expense for the purpose of yielding ties and posts, and can be made profitable if near the market. For ornament the tree is very desirable because of its form and hardness.

### METHODS OF PROPAGATION.

White oak reproduces itself by seeds and sprouts. The young trees sprout freely from the stump, so that where ties, posts, or small timbers are desired, the system of regeneration by sprouts is practicable. To insure sprouting, the stumps should be cut low and smooth.

Small edible acorns are borne in abundance by the white oak nearly every year and mature in September or October. Since the acorns germinate readily when they fall on fresh soil or beds of leaves, natural reproduction is usually abundant where the seed is not eaten by rodents.

In starting a plantation of white oak it usually is advisable to plant the acorns on the planting site, rather than to use nursery stock, because of the difficulty and expense involved in transplanting the seedlings.

Seed should be collected from middle-aged, vigorous trees only, since the seed from young trees does not produce strong, healthy plants, and that from old trees is small and inferior. Acorns of the white oak germinate soon after they fall from the trees; therefore they should be gathered immediately and planted or stratified in sand before the developing sprouts are large enough to be injured by handling. Stored acorns lose some of their vitality, and therefore should be planted in the fall, except in localities where there are many squirrels. Squirrels and other rodents are very fond of white oak acorns because of their sweetness; often it will be necessary, where danger from squir-

rels threatens, to resort to spring planting. The acorns should be stored for the winter by stratifying in a box of moist sand, using three bushels of sand to one bushel of seed. In some cases it may even be advisable to grow seedlings in a nursery where protection can be assured. The acorns should be sown in the spring in a carefully prepared seed bed, spaced about three inches apart in drills and covered to a depth of one inch.

One pound of white oak seed contains about 100 acorns, and one bushel, about 9,000 acorns. A bushel of good seed will sow 2,000 linear feet of drill, and, if planted under favorable conditions, should produce 7,500 plants.

The root system of the white oak consists of a taproot, re-enforced by numerous deep-seated lateral roots. During the seedling stage the root system develops rapidly, while the part above ground grows very slowly until the roots are well established. Root pruning is a necessary preliminary operation to transplanting.

#### PLANTING.

Fall planting of the acorns in the permanent site as soon as they mature is advisable for extensive operations. The seed may be sown broadcast on open land or abandoned fields and the cover given with a harrow. Broadcast sowing will require about twelve bushels of seed per acre. A surer and much cheaper method is to plant the acorns in shallow furrows or in holes dug with a spade or grub hoe. Three or four acorns should be placed in each spot and covered not deeper than one and one-half inches. The spacing of the seed spots should be six feet apart each way; if furrows are used, these may be plowed eight feet apart and the acorns planted more closely in the furrows.

If the proposed planting site is on tillable land a crop of corn may be raised with the seedlings, thus utilizing the land more fully and providing cultivation that will be beneficial to the young oaks. In such planting, the ground should be prepared as for corn, marked out in check rows, and acorns planted alternately with the corn.

If nursery stock is to be planted instead of acorns, one-year-old seedlings should be used. These should be planted in the spring and should be spaced six feet apart each way.

White oak does well in pure stands, whether grown from sprouts or seed. On suitable soils, however, it may be planted in mixture with a number of other species, such as red oak, shagbark hickory, mockernut hickory, chestnut, yellow poplar, black walnut, white elm, white ash, and white pine.

#### CULTIVATION AND CARE.

Young plantations must be carefully protected from fire and stock. Cattle not only trample the seedlings but damage them by browsing. White oak plantations should, if possible, be cultivated for the first few years to prevent grass from crowding the seedlings and to lessen the danger from mice and rabbits if these should become troublesome. When crops are grown with the young oaks, cultivation may be continued for several years until the trees shade the ground; or, if the oaks have been planted sufficiently far apart, the intervening spaces may be planted after two or three years with seedlings of some shade-enduring species. These will form a lower story under the higher oak canopy and insure good forest cover.

In case of serious attacks by insects, specimens should be sent to the Bureau of Entomology of the Department of Agriculture for identification and advice as to methods of combating the insects.

## At Cooper's Grave.

Poem By the REV. DR. WALTON W. BATTERSHALL,

Rector of St. Peter's Church, Albany.

Around the marble sculptured with the name  
That gave long echoes from the mantled hills  
Which frame the glittering mirror of the lake,  
Throng presences of olden time and type,  
Plastic with life, shot thru with mortal blood,  
Living for evermore in that vast hall  
Of Imagery, beyond the touch of death.  
Above the grave of Cooper, stalwart soul  
And clean, that fought his fight with trenchant blade  
For faith and ruth, and died, marked with the Cross,  
No fairy footfalls twinkle in the grass,  
As in the great Magician's summer night  
Of impish frolic and bewitched sleep.  
The creatures of his brain that haunt the spot  
And hail the wizard of the tangled wood  
And fretted wave, were men, carved in the flesh,  
Borne on, or underneath the wheel of life  
With love or guile or dedicated vow  
Sweeping their spirit like a harper's hand.

Fair Glimmerglass! he hath enchanted thee,  
And filled with dreams thy sleep amid the hills.  
The footprints of that fateful fight are on  
Thy marge, and in the moonlight silvering  
Thy face glide spectral shapes.

#### The Muskrat's ark

Creeps in the faint breath of the silent night.  
Big Serpent, son of Uncas, holds his trist  
Sharp at the appointed sunset on the rock,  
Hard by the serpent river's leafy source,  
And Hist, the Honeysuckle of the Hills,  
Hears in the Huron camp his squirrel note.  
Still, in the twilight of soft summer eves,  
Sweet hymns and orisons float on the air  
From the canoe of Hetty, as she prays  
Over her Mother's grave beneath the lake.  
And now, as in those storied days, Judith  
The Splendid, queens it in her tragedy  
With warm, brave eyes, facing the Nemesis  
Of her inheritance and fatal dower.  
As the night deepens and the stars burn clear  
Like beacon fires, we catch the quiet voice  
Of Deerslayer, him of the straight tongue, white  
In thought and deed, the moccasined Parsifal,  
Making his argument for tortured death  
To keep the word he pledged the torturers.  
Here, in the mystic beauty of the lake,  
To which he gave life's pathos and its might,  
Which crept into his youth and haunted him  
Across the seas, nor played him false, but breathed  
When he brought back to it his crowned life,  
Its gracious balm on his unbroken force,  
He sleeps in shadow of the shrine in which  
He read the riddle of that mystic sleep.

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*THE SCHOOL JOURNAL* is entered as second-class matter at the Elizabeth N. J., post office.

## The Rise of Vocational Schools. IV.

By ALBERT A. SNOWDEN, Teachers College, New York.

Wuerttemberg leads all German States in the extent of the development of those industrial schools called "improvement" or "continuation" schools. That is not saying that the other States are far behind in this respect. Bavaria followed Wuerttemberg, in 1864, with a general ordinance for the organization of industrial improvement schools. Saxony did likewise, in 1873, altho in this Kingdom the system of special technical schools for a variety of industries is the most noteworthy feature of a well-planned scheme of industrial training. Baden, which in 1834 commenced to pay much attention to the organization of higher industrial schools, and Saxe-Coburg-Gotha passed State laws in behalf of industrial improvement schools in 1874. Saxe-Meiningen-Hildburghausen did similarly in 1875. Not much was done in this direction, or even for the organization of general improvement schools, until well along in the eighties. Saxony, Baden, Wuerttemberg, and Hesse, early passed compulsory laws for attendance at general improvement schools. In Prussia, the increasing strength of the Polish constituency of West Prussia and Posen led to the law of 1886, in which the Minister of Commerce and Industry was empowered to make attendance at the improvement schools (semi-industrial) compulsory for all workers under eighteen. In 115 localities, such institutions were established, but the law failed thru lack of a penalty or because the industrial program could not thrive in agricultural districts, without modification. When, in 1891, the Prussian State assumed a large part of the financial responsibility for continuation schools, they were soon introduced in all quarters of the Kingdom. However, a great many of the so-called industrial schools of Prussia, and the industrial improvement schools of Bavaria up to the year 1900, were merely general improvement institutions with industrial drawing added to the regular schedules. The whole tone, purpose, and content of the northern industrial improvement schools, especially in Prussia and Saxony, has been strengthened thru the efforts of the German Union for Improvement Schools, organized in 1892.

The industrial school totals for Saxony are here given for comparison with those already stated for Wuerttemberg. The former Kingdom, the most densely populated in Europe (778 to the square mile), with a total of 4,502,350 inhabitants in the year 1905 (or about the same number as live in Greater New York), had in the year given forty-six industrial improvement schools, with 9,139 students and sixty-one commercial schools, with 6,760 male, and 324 female students. To these must be added the city industrial schools of Dresden, Leipzig, and Bautzen, with respectively 1,003, 1,387, and 439 pupils. Also thirteen industrial drawing and painting schools, with 667 male and sixty-four female students, and industrial drawing classes at eighteen common schools in the toy-making district, with 885 in attendance. The other industrial and technical institutions of Saxony make a list that is well worth comparing with that of any German State, because of the great number of special technical schools of both high and elementary degrees. There is, first, the Technical High School, or technical university, at Dresden, which had 1,136 students in the summer semester of 1904, and 1,142 in the winter half-year of 1904-05. Five other schools of university rank—the Veterinary High School at Dresden, the Mining Academy at Freiberg, the Forestry Academy at Tharandt, the Academy of Plastic Arts at Dresden,

and the Commercial High School at Leipzig—had a total of 1,325 students. Thirteen technical schools of somewhat lesser grade enrolled a total of 3,683 individuals. There were twenty-six weaving and lace-making schools, attended by 2,156 men and 387 women. Ninety-eight other special industrial schools had 7,010 male and 957 female students. Seven schools of navigation had 101 students; two mining schools, 169 students; twenty industrial schools, especially for girls and women, 3,251 in attendance; four domestic science schools, 154 students; twenty-six lace-making schools for children, with 1,328 girls; two straw-plaiting schools for children, ninety-eight boys and 112 girls. These were in addition to military, gymnastic, stenographic, industrial art, music and theatrical schools, and a complete and diversified system of schools for general culture, from the University down.

### Consolidating Rural Schools in South Dakota.

[Omaha Bee.]

The scarcity of teachers in the country schools in many of the counties of the State is leading to the revival of the question of centralizing the rural schools of the county. The plan has been under discussion in this State considerably in the last few years, as a means of furnishing better schools at a less cost to the comparatively few people in each township. Usually each township has four schools, and eighty pupils in a township is an average enrollment, while the attendance is not so large. In one township it costs about \$1,750 per year to educate these children, while with the consolidation of the schools into one school they could be operated for about one-half. Added to this cost would be the payment of the transportation of the children to the school, and even at that there would be money saved, and a better school maintained. In several of the counties in the central portion of the State this question is being agitated, and, with the scarcity of teachers, the probabilities are that before another year it will be put into execution.

### Educational Meetings.

November 21, 22.—Illinois High School Conference, Urbana.

November 29, 30.—Inter-County Teachers' Association of Southwestern Indiana, Evansville.

December 26-28.—Montana State Teachers' Association, Missoula.

December 26-28.—New York State Teachers' Association, Syracuse.

December 26-28.—Associated Academic Principals of New York State, Syracuse.

December 26, 27, 28.—The Southern Educational Association will convene in Lexington, Ky. Local arrangements have been made, and the program is now being prepared. For further information address any of the following: Supt. R. J. Tighe, president, Asheville, N. C.; Prin. J. B. Cunningham, secretary, Birmingham, Ala.; Prin. Milford White, local chairman, Lexington, Ky.

December 30, 31.—South Carolina School Improvement Association Columbia.

December 30, 31-January 1.—Associated School Boards of South Dakota, Watertown.

December 31-January 3, '08.—Colorado State Teachers' Association.

December—Last Week.—Texas State Teachers' Association, Houston.

December 31-January 3, '08.—Iowa State Teachers' Association, Des Moines.

January 1-4, '08.—Minnesota Educational Association, St. Paul. President, J. M. McConnell, Winona.



## "Pioneers in Education."

Reviewed by JOSEPH S. TAYLOR, Ph. D., District Superintendent of Schools, New York City.

### III. Johann Heinrich Pestalozzi.

Third of a series of monographs by Gabriel Compayre, translated by R. P. Jago, and published under the title, "Pioneers in Education" by Thomas Y. Crowell, & Co., New York, 1907.

The author is at his best when he is writing about an enthusiast like Mann or Pestalozzi, who manifest the self-sacrificing spirit of the missionary. In the volume before us, uniform in style with the two volumes already noticed,<sup>†</sup> we find a sustained eloquence, born of the greatness of the theme, which makes the book delightful reading. In the case of Herbart, there was little to record concerning the career of the man, and much concerning a complete and systematic scheme of philosophy and education. In the present case much is said of the life of the subject, and relatively little of his philosophy. The reason for this is as Compayre well says, that



Pestalozzi at the Beginning of his Career as a Teacher.

Pestalozzi "himself was the method, with his animation and his indefatigable enthusiasm. . . . He dreamed more than he accomplished, and sowed more than he harvested. . . . The nobility of his aspirations and the beauty of his aim, more than power of execution, the effort, rather than the result, was what characterized him and constituted his worth."

Pestalozzi is a fairly familiar subject among all classes of American teachers. But we know him thru brief and formal summaries of his principles more than thru a detailed study of his actions. This is, perhaps, unfortunate, as Pestalozzi himself never formulated his principles into any coherent system; and the interpretations which men have made of him are frequently misinterpretations. To the end of his long and busy life he was experimenting, and could never come to any final conclusion as to the formal processes of the method of education. What we know of this phase of his work we have learned chiefly from his collaborators, like Krusi, Ramsauer, Schmid, Nägeli, Neef, etc. The

<sup>†</sup> See SCHOOL JOURNAL of November 9, page 428.

inspiration that comes from Pestalozzi is not so much in his method as in the man,—his attitude toward children and society, his great heart, his philanthropy, which amounted to a weakness.

In the first chapter the author points out the relation between Herbart and Pestalozzi. "It is in Herbart that Pestalozzi must be studied," said Doctor Mager, a German author. Compayre shows that it is hardly possible to establish between these two reformers the relation of master and disciple. The one was a sentimental enthusiast, the other a deep, subtle theorist. If Pestalozzi had lived to read Herbart's works he might have exclaimed, somewhat like Socrates, concerning Plato: "What fine things this young man imagines that I never thought of!" It has been shown by our own Dr. Harris, how Herbart completed the work of Pestalozzi by his doctrine of apperception, which requires the study of objects in their relation, rather than as individuals. Pestalozzi, the author concludes, deserves to be studied for himself alone. He is unique in educational history, and initiated a movement that had encircled the globe by the middle of the nineteenth century, whereas Herbart's influence has been felt for little more than twenty years.

In Chapter II. are given the events of Pestalozzi's life from his birth in Zurich, 1746, to the beginning of the Neuhof experiment in 1768. At six he lost his father, a Zurich physician, and was therefore peculiarly a mother's son. The difference between the personal characters of Rousseau and Pestalozzi is owing chiefly to the fact that the former was badly brought up by a fantastic, careless father, and the latter was well brought up by a good, intelligent mother. Pestalozzi early learned the virtues of simplicity and frugality, and acquired an unalterable purity of sentiment. He spent his holidays in the country, either with his grandfather, Pastor Pestalozzi, or his uncle, Doctor Hotze. With them he visited the poor and the sick, and was thus brought in contact with the sufferings of the people. Pity entered his heart and dwelt there ever after. The passion of his life was the amelioration of the sorrows of the poor by means of education and virtuous living. "When, on the 12th of January, 1846, twenty years after his death, the anniversary of his birth was celebrated, in fifty-nine Swiss and German towns, it could be seen from the numbers and the zeal of those who took part in the celebration what a deep and lasting power he had exercised over people's minds, and to what a degree his ideas had spread and had borne fruit thruout central Europe." To-day the people of Switzerland are happy and prosperous, and there are visible none of the signs of wretchedness and ignorance that so moved the heart of the great man. The change is due chiefly to the propagation and universal adoption of ideas and sentiments that were the mainspring of Pestalozzi's useful life.

In succeeding chapters are recorded the experiences of Pestalozzi at Neuhof, Stanz, Burgdorf, and Yoerdon. These events are accompanied by running comments of the author, who is a sympathetic and competent critic. The following is a very brief and inadequate abstract of the characterization of Pestalozzi's method:

1. *Intuition, or Sense-Perception, or Anschauung.*—Comenius and Basedow had perceived the same truth, but Pestalozzi made his own contribution. He defined perception thus: "Intuition is the immediate impression which the physical and moral worlds produce on our external and internal senses."

## Progress of Esperanto as a Means of Communication.

Dr. W. Winslow Hall writes to the London *Lancet* that it is practically useless for the sick to travel miles to consult an expert whose language they cannot understand. Thousands of patients find themselves under treatment in foreign lands with an inadequate acquaintance with the language of their physician, comments *Current Literature*. Dr. Hall points out that there are already 35,000 Esperantists who have registered their names, while numberless others in over a hundred different countries have acquired the tongue or the language, whichever one pleases to term it. That there is use for such a universal language in international medical congresses is, he says, obvious. Few English medical men can understand a French, a German, or an Italian speaker, and still fewer can discourse in their respective idioms. When it comes to Norwegian, Russian, or Dutch, the situation is worse. Thus our polyglot medical gatherings, which ought to be so helpful, turn out exasperating, linguistic Babels.

The value of Esperanto in international medical literature is more evident still. Medical papers must now be turned from language into language until the meaning of the original writers suffers the saddest distortion. Greek and Latin are not available. What physician or what patient could use the dead languages with effect? Esperanto is the very thing for the emergency both on account of its easiness and on account of its adequacy:

"Leo Tolstoy says that in two hours he was able to read Esperanto fluently. Sir William Ramsay says that an English child in six months can read, speak, and write it. My own experience is confirmatory so far as reading is concerned, but, of course, accurate writing is more difficult, and fluent speaking is more difficult still. Yet by dint of teaching a class I have satisfied myself that illiterate Englishmen can acquire the language in an astonishingly short time.

"The simplicity of Esperanto depends on the following facts: 1. All international words are transferred to Esperanto with merely a phonetic modification—e. g., teatro, telefono. This practice is an especial boon to the reader of medical literature, for in such writings international words bulk largely. 2. There is a groundwork of easy root words (about 2,000), most of which are known already to an educated man. 3. These are varied by the addition of about thirty-six affixes, whereby extraordinary precision and most copious diction are attainable. 4. Grammatical inflections are cut down to the minimum, and, being based on the vowels a, e, i, o, and u, they are easily remembered as well as euphonic. 5. Pronunciation is unmistakable. It is rigidly phonetic. Each letter is sounded. The word-stress is always on the second-last syllable.

"That Esperanto is adequate for converse between doctor and patient follows from the fact that it is adequate for all the ordinary relations of life. Recently, on being introduced to a young German who knew no English, I found that we were mutually comprehensible in Esperanto. Here is yet another witness: 'I can prove to our skeptical friends that, without knowing a single foreign language, I am corresponding with persons of seventeen different nationalities, among whom are to be found Frenchmen, Germans, Englishmen, Swedes, Norwegians, Italians, Spaniards, Portuguese, Americans, Africans, etc.' (Dr. J. Ostrovski.) Moreover, those who have taken part in the various international Esperanto congresses aver that they have had no difficulty in conversing on all imaginable

subjects with Esperantists of most diverse nationality. That Esperanto is adequate for use in international medical congresses follows also from its success in the various Esperantist congresses, where all delegates were mutually intelligible."

### Mr. Stedman's Opinion.

"In the Days of Chaucer" is the attractive title of an entertaining but brief biography by Tudor Jenks, which has found its way already into the hands of a large number of school children as well as older readers.

The following is a characteristic letter from Mr. Edmund C. Stedman to Mr. Jenks on receiving a copy of "Chaucer," which we are permitted to publish:

LAWRENCE PARK, BRONXVILLE, N. Y.

MY DEAR JENKS: As I intimated to you the other night, you had unwittingly caused me to forego about a third of the "nine hours prone" to which Senex was doomed by his physician. But that third, in which I was young again with Chaucer in England; springtime, was worth far more than sleep—John Smith, M.D., braces up my old body with his tonics, but your dear and wholesome transfusion of the sun and air of Chaucer's out-door times is that which "ministers to a mind diseased."

I find your little book delightful, in its naturalness, ease, vivid depiction that of course is underlaid with a knowledge of the subject as thorough as it is unpretentious. Doubtless no one but yourself could have written it in just this style; which will appeal to both young and old. I am pleased, too, by the imagination, which follows Dan Chaucer through all the changes of his life that were so noteworthy as to be "of record," and then depicts the scenes and activities naturally attendant. I'll take my oath, if hailed to Court in your defence, that all this story really happened. And, as to the historic chronicle, I have it more consecutively in mind than ever before.

One is always suspicious in advance, of a new "Series." But yours—of which I blush to say, I was so tardily aware—has a method and value of its own, and I look forward pleasantly to the outcome of your days (and nights) with Shakespeare.

Your chapter on the dwellers in Arcady is beautiful. The one preceeding it, however, ends in such wise that I should be ruled off the stand as a prejudiced witness in your case. I am glad and proud that my two stanzas have at last found a use, and gained the heart of a friend, but, I have learned a lesson which would have served me well in early life. You never would have been guilty of Gil Blas's blunder with the Archbishop! Think of Hazlitt's being forced to wear his Christian name, on page 264, while close by, Chaucer, Spenser, Shakespeare, and Milton admit to their kingly procession of the initialless.

Your overpowered, dazed, but grateful and never-before-so-toplofty

"STEDMAN"

Mabie, in his preface has nicely caught the feeling of your style and subject. It is in his best vein. I suppose the last sentence (which seems anticlimactic) was necessary to the Series.

Congressman Patterson of South Carolina, who has expressed such an antipathy to foreigners, may be interested to know that at the examination for school teachers this spring, with applicants from the five boroughs of New York City, the honor of passing with the highest percentage was won by Miss A. Cannavaro, an American girl of Italian parentage.

THOMAS O'BRIEN.

It is experience of any kind. The business of the teacher is to lead the child "from confused intuition into clear perception, . . . from vague intuition to precise idea." He never apparently quite reached the notion of what we now understand by apperception.

2. *Drill*.—Keep the pupil on each exercise with calculated deliberation, until he has thoroly mastered it. Some of his followers, as well as those of Herbart, have overlooked this very important principle. Some of the disciples, *e. g.*, Kruse, with his ridiculous lessons in physiology, have been pleased to envelop Pestalozzi's ideas in a grotesque childishness that utterly misrepresent the master.

3. *From the Near to the Remote*.—"Knowledge begins around a man, and thence extends in ever widening circles." Carl Ritter saw Pestalozzi teach home geography at Yoerdon, and then said: "Pestalozzi did not know as much geography as a child in our primary schools; it was, however, whilst talking to him, during my repeated visits to Yoerdon, that I felt the impulse towards natural methods awaken in me." This, then, is the origin of local geography, local history, nature study, field and museum work, etc., of the modern school.

4. *Action*.—"Let us make the active faculties, attention and judgment, predominate over the passive faculties, such as memory, and for mechanical instruction let us substitute active instruction which stimulates the attention, stirs the will, and sets in motion the inner forces of the mind." Here is *anschauung* thru muscular activity and the will. In all his establishments some form of industrial occupation was coupled with intellectual education; and at Yoerdon gymnastics was part of the course. Prof. John Dewey has recently obtained a wide bearing on a renewed exposition of this demand of Pestalozzi for action.

5. *Errors and Limitations*.—Of these there were not a few. The following, among others, are pointed out by Compayre:

(a) In practice, he contradicted himself. Numerous illustrations are cited on pp. 74, 75.

(b) He tried to simplify the process of education so that mothers and other untrained persons might succeed in it. He went so far as to say that normal schools and libraries were unnecessary. He talked a great deal, in his letters to Gessner, of a *Manual* which he never found time to write. With this book in hand, the mother might instruct her sons and daughters, and the elementary school might be abolished.

(c) His object-lessons were fruitless, uninteresting, artificial, and false. They have been mercilessly travestied by Ramsauer, who, when a pupil, at Burgdorf, had himself been subjected to them. "What we did best were the language exercises. . . . Children, what do you see?—I see a hole in the tapestry.—Good; repeat after me: I see a hole in the tapestry, etc." "By a singular contradiction," says Compayre, "with his own principles, then, Pestalozzi forgot reality and nature, to linger over questions of vocabulary."

(d) He attached great importance to a silly classification, a kind of educational trilogy, which he imagined was at the bottom of his theories, viz.: *Number, shape, and word*; in other words, *arithmetic, geometry, and language*. Hence, the development of his *mental arithmetic*, his *A B C of sense-perception*, as expounded by Herbart, and his object-lessons, which were termed *language-lessons*, as we have just learned from Ramsauer.

(e) We now see that his method of drawing, which began with straight lines, was entirely wrong.

It is not with any carping spirit that Compayre points out these manifest errors, but simply by way of instruction for the uncritical teacher. One could fill volumes of dilating on the faults of the great

man,—faults of method, of philosophy, of character; yet the fact remains that here is a personality that swayed the minds of kings and queens, and transformed nations as by a miracle. "Poor, strange, great man," concludes Compayre, "at once puerile and sublime, awkward in his manners and gestures, but admirable in his intentions and actions! His contemporaries ridiculed and derided him at times. . . . But insult, derision, misadventure, adversity, all glanced aside from the intrepid mind without cooling its ardor or disturbing its valiant serenity. He went on to the end, smiling at privations, asking only to live under a thatched roof, there to pursue his dream, insensible to reverses, indomitable and patient." Queen Louise, of Prussia, in transports of admiration, exclaimed of him: "How that man loves humanity!—I thank him in humanity's name!"

## Books Received.

- Bury, J. B.—A STUDENT'S HISTORY OF GREECE. The Macmillan Co. \$1.10.  
 CHATTERBOX.—Dana, Estes & Co. \$1.25.  
 Ellis, Edward S.—THE LOST DRAGON. Dana, Estes & Co.  
 Fox, F. M.—THE COUNTRY CHRISTMAS. L. C. Page & Co. 50 cents.  
 Herrick, Christine Terhune.—SUNDAY NIGHT SUPPERS. Dana, Estes & Co.  
 Johnston, Annie Fellows.—THE LITTLE COLONEL'S KNIGHT COMES RIDING. L. C. Page & Co. \$1.50.  
 Lewis, Alfred Henry.—WHEN MEN GREW TALL; THE STORY OF ANDREW JACKSON. D. Appleton & Co. \$2.00.  
 Marcossion, Isaac F.—HOW TO INVEST YOUR SAVINGS. Henry Altemus Company. 50 cents.  
 McManus, Blanche.—OUR LITTLE HINDU COUSIN. L. C. Page & Co. 60 cents.  
 McManus, Blanche.—OUR LITTLE ARABIAN COUSIN. L. C. Page & Co. 60 cents.  
 McAllister, Earl C.—ON TOWER ISLAND. Dana, Estes & Co.  
 O'Shea, M. V.—LINGUISTIC DEVELOPMENT AND EDUCATION. The Macmillan Co. \$1.25, net.  
 Otis, James.—THE MINUTE BOYS OF SOUTH CAROLINA. Dana, Estes & Co.  
 Richards, Rosalind.—TWO CHILDREN IN THE WOODS. Dana, Estes & Co.  
 Roulet, Mary F. Nixon.—OUR LITTLE ALASKAN COUSIN. L. C. Page & Co. 60 cents.  
 Skinner, Avery Warner.—SELECTIONS FOR MEMORIZING. Silver, Burdett & Co.

It takes more than a little confidence in one's gift to put forth a whole volume of verse into this cold and over-critical world. THE SNOW BRIDE, which Daniel Hugh Verder offers to the critics, is a book of poems varying in form and style, and touching on many subjects. Even a very cursory glance thru the pages of this well-printed little book will convince the reader of the genuineness of Mr. Verder's poetical feeling. We choose for quotation one of the quatrains, "A Thought from St. Augustine."

If you could live forever on this earth,  
 And loll in sunshine, singing some sweet song,  
 Oh, tell me, would you seek a higher birth  
 And for some misty heaven really long?

It is to be hoped that Mr. Verder will continue to write. His work shows certain crudeties which practice and self-criticisms will doubtless remedy. We shall hope to hear from him again. (Charles Francis Press, New York.)

Of the "American History Leaflets, Colonial and Constitutional," of which Albert Bushnell Hart and Edward Channing, of Harvard, are editors, No. 36 is devoted to the founding of Jamestown. It contains PERCY'S DISCOURSE OF VIRGINIA and WINGFIELD'S DISCOURSE OF VIRGINIA. Both these papers throw extremely interesting contemporaneous light upon the early history of the colony. In their present form they will reach a wide number of students of history and should prove an acceptable addition to the available source books. (Parker P. Simmons, New York. 10 cents.)



## The News of the World.

President Roosevelt went from Washington to Oyster Bay to vote, on Election Day, November 5. In order to secure his vote, he spent eighteen hours of his time, and traveled five hundred miles. He was in Oyster Bay less than an hour.

A farmer of Pendleton, Oregon, lately received a check for \$70,842 for the season's wheat crop. The check was drawn by the Pacific Elevator Company. It is probably the largest ever paid to any one wheat grower. The crop was grown on three thousand acres of Umatilla wheat lands.

The Standard Oil Company has acquired seven hundred acres near Bayway, N. J. Here a very large refinery is to be erected.

The independence of the Republic of Panama was celebrated on November 3 thruout the entire country as well as in the Canal Zone. Senor de Obaldia, Acting President, inaugurated a new school of arts and trades in the City of Panama.

There is said to be complete chaos in the railroad affairs of Southern Russia, the Caucasus, Turkestan, and Central Asia. The railroads are said to be practically in the hands of revolutionaries. Plans for armed uprisings are spreading everywhere.

It is definitely announced that the Atlantic battleship fleet will sail from Hampton Roads on December 16, for its cruise to the Pacific Coast.

A new treaty guaranteeing the integrity of Norway, was signed at Christiania, on November 2, by representatives of Norway, France, Great Britain, Russia, and Germany.

President Roosevelt says that the belligerent Ute Indians who have been making trouble out in Dakota, must either work or starve. The Indians will be given an opportunity to work, but Government support will be withdrawn unless they do so.

The Cunard turbine steamship *Lusitania* arrived in New York on November 7. She made a new transatlantic record of four days, nineteen hours, and ten minutes. She brought \$10,000,000 in gold.

Oscar Erbsloh, pilot of the German war balloon which won the Bennett Cup, received a message of warm congratulation from the German Emperor. Herr Erbsloh had already been congratulated upon his success by President Roosevelt.

A syndicate of banks and bankers, including J. P. Morgan & Company, and The First National Bank, has arranged with the City of New York to purchase \$30,000,000 of revenue bonds of the city. The bonds will bear six per cent. interest.

### Secretary Taft to Visit Rulers.

Secretary Taft will return from his trip to the Far East by way of Europe. He will go to Russia and see the Czar. He will make a brief trip to France, where he will see the President. He will also visit London and meet King Edward.

Mr. Taft will go to Berlin to see Emperor William, unless, as is possible, he is still staying at the Isle of Wight.

The Emperor has extended an invitation to Mr. Taft to visit him at either place, according to the date of his arrival.

### Gold Pouring Into the Country.

The first consignment of the \$34,000,000 contracted for by American bankers to relieve the present financial situation reached New York on November 5.

It was brought by the North German Lloyd steamship *Kronprinzessin Cecilie*. She brought, also, about \$7,100,000 in gold bars and gold coin.

The Cunarder *Lusitania* brought a second consignment of \$10,000,000.

### General Booth Makes Farewell Speech.

General Booth, founder and head of the Salvation Army, addressed a vast audience in Carnegie Hall, New York, on November 4. He announced that it was his farewell greeting to America.

He described the work already accomplished by the Salvation Army, and what he hoped that it would do for the world in the future.

### Committee Will Assist Trust Companies.

The Committee of Trust Companies of New York City, has decided to support the Trust Company of America, and the Lincoln Trust Company.

In doing so, the Committee will co-operate with the Morgan interests.

The Committee has had the financial condition of the Companies examined by experts. These report that, in their judgment, the assets of each company are sufficient to pay its depositors in full.

### Geronimo Threatens War.

Geronimo, the Apache warrior, has written to the President asking relief for his people. He declares that they are hungry and suffering for clothing and shelter. He threatens that if the money due his tribesmen is not paid, he will take them from the reservation.

### Friendship Pact in Central America.

The Presidents of Nicaragua, Honduras, and Salvador, held a conference at Amapala on November 6. The object was to arrange for peace in Central America. It was agreed to forget past differences and maintain treaties of friendship.

The Presidents will communicate what they agreed upon at Amapala, to the delegates to the approaching Central American Peace Conference at Washington.

The Presidents further agreed that after the Washington conference they would hold a Peace Congress, at which delegates from the five Republics of Central America should try to give uniformity to their respective codes of international law.

### Moro Prince Calls on the President.

Prince Sansaluna, the seventeen-year-old head man of the Mindanao Moros, called at the White House on November 2. He presented Mr. Roosevelt with a kris, or native sword, which had been in his family for 280 years. He also wished to assure the President that his people will be good because they have such admiration for the American people, and especially the American President.

The Prince wears a gold badge that General Wood gave him to denote his rank, and rules his attendants with royal sternness. He wears a costume that looks like a rainbow. His head is surmounted by a small, round basket cap; his jacket is of pumpkin yellow, and he wears white trousers that look as tho they had been shrunk on his thin limbs, and good, serviceable American shoes. Over his right shoulder is swung a bright red leather sash.

## Interesting Bits of Information

THESE ITEMS ARE COLLECTED WITH REFERENCE TO THEIR SUITABILITY FOR USE IN THE UPPER GRADES OF THE ELEMENTARY SCHOOL AND IN THE HIGH SCHOOL.

The Government of Uruguay has adopted a decree abolishing the penalty of death. Imprisonment for an indefinite time will be substituted.

Early books about America are very valuable. A small thirteen-leaf pamphlet, called "A Brief Description of New York," published in 1670, was sold recently for \$1,750.

The new Cunarder *Mauretania* covered three hundred miles at an average speed of 27.36 knots during her official trials.

During the month of October, 1,844,471 cubic yards of material were taken from the Panama Canal excavation. This record surpasses the expectation of the experts.

So many men in the artillery, cavalry, and infantry, have either purchased their discharge, failed to re-enlist, or deserted, that the United States Army is now seriously depleted. It is said to be about thirty-three per cent. short.

The electrical school of the Brooklyn Navy Yard turns out each year about five hundred young men fully qualified as electricians. They are ready to go on board ship and take charge of any part or all parts of her electrical equipment, from the splicing of a cable or the running of a dynamo to sending and receiving a wireless message by any one of half a dozen different systems.

Plans for instructing the adult deaf mutes are now being considered by those interested in the New York schools. There are doubtless many who would welcome an opportunity to come out from the seclusion to which their misfortune condemns them. Every movement which brings the schools to a larger number of the people is an advance movement; every change which adapts them more fully to the people's needs is progress.

November 1, All Saints' Day, is observed by the French people as a public festival and a decoration day. They flock by thousands to the cemeteries to place flowers upon the graves of relatives, friends, or national heroes. The day was celebrated this year with more enthusiasm than for many years.

Members of the United States Signal Corps are predicting that the military balloon will soon bring about a complete revolution in methods of warfare.

The recent automobile show in New York shows an effort toward more graceful lines in building. The mechanism is more compact than ever before.

It takes one and a half gallons of denatured alcohol to produce as much power as a gallon of gasoline. Alcohol costs about twice as much as gasoline. This conclusion as to the value of alcohol as fuel is a result of experiments at the United States Geological Survey's fuel-testing plant at the Jamestown Exposition.

It is said that a new first-class hotel will soon be opened in London which is to be run on a novel plan. There will be no fixed price for rooms or meals. Guests will be expected to call at the office

before they leave and pay "according to their judgment, conscience, and sense of equity."

The scheme will have one year's trial.

### Cost of a Football Wardrobe.

An expert in sporting goods says that at a conservative estimate, America's annual bill for football suits amounts to more than a million dollars. The average price paid for a football outfit by college men and school boys is about fifteen dollars. Many pay far more.

### Life on Mars.

E. C. Slipper of the observatory staff at Flagstaff, Ariz., has recently reached there after an expedition to the Andes. He took with him special apparatus for studying Mars, and obtained much valuable information.

Mr. Slipper discovered several new Martian canals. His observations tend to support Professor Lowell's opinion that there is intelligent life on Mars. Mr. Slipper's drawings and photographs are to be exhibited at the American Museum of Natural History in New York.

### Old Guide at the White House.

Billy Hofer, the guide who accompanied President Roosevelt thru Yellowstone Park in 1903, called at the White House recently.

"Since the President was out there, five years ago," said Hofer, "the herd of buffalo has increased from thirty head to more than ninety head, and all other wild animals in the park have multiplied in proportion. Just the other day I saw a herd of deer that must have numbered at least twelve hundred down near the Gardner gate. The park is just full of game of all sorts. During the last year I have caught a good many wild animals for the Government, and have shipped them East. Within two years I have shipped thirty beavers for the Washington and New York 'zoos.' It's no easy job to catch a beaver alive, let me tell you. I'd rather take the contract to get a live bear any day. The beavers are mighty foxy citizens. It's only when they show fight occasionally that we have an easy job getting them."

### Crown Prince Works Hard.

Crown Prince Frederick William of Germany is devoting himself energetically to his new work in the Ministry of the Interior.

In order to get there at nine o'clock every morning, he rises before seven o'clock. He remains until between twelve and one o'clock every day. He then puts such papers as he wishes to take home in an ordinary black leather portfolio, such as is used by all the ministerial clerks. He returns to his home in Potsdam in his automobile. He often works evenings on the reports.

### Men Wanted for West Point.

Colonel Scott, Superintendent of the United States Military Academy, says in his annual report that for the first time in the history of the Institution it has been found difficult to obtain enough cadets to fill the ranks of the corps.

The corps is now seventy-three below its authorized strength. Colonel Scott believes that small pay and slow promotion are the reasons why young men are less inclined to choose an army career.

# Public Opinion Concerning Education

As Reflected in the Newspapers.

## Education—A Picture.

[Columbus Journal.]

Here is the first paragraph of an editorial in the Boston Herald, on "Civic Consciousness," that is worth deep consideration.

A city may spend liberally for its schools, and yet set the pupil generation a woeful example in public spirit. Children in these days read the newspapers; indeed, the newspapers make special appeals to them. They turn from the hair-breadth escapes of teddy-bears and the moral excursions of Buster Brown to the daily tales of malfeasance in office, of corruption, carelessness and the open defiance of every principle which is supposed to be inculcated by pedagogs and parents. They behold the city fathers, members of State and national legislatures, officers of the public service thruout the land, accused of dishonesty and incompetence. They hear these topics discussed at home. They find, many of them, their fathers and brothers voting for, or promising to support, the men who are daily held up to public scorn, and the methods which put a premium on incapacity and pettiness and greed. What wonder that, as they grow older and in turn become voters, they are ignorant of such a capacity as civic consciousness!

Here is a picture that shows up vividly the greatest issue of the day, and one that must be answered rightly, or this country will be alarmingly troubled. It is a question of education for the citizen and for the school boy and girl. It is a simple proposition, if we go at it seriously. The whole matter hangs on this situation: There is such a thing as the right side of a question; it is the first duty of a man to find that out; and the next duty is to stand by it, out in the open, and die for it if necessary. That is the only heroism there is in this world.

At the very front we meet the objection, that it is hard to find out what is right. This difficulty is magnified. One can easily discover which side is honest, clean, sober and unselfish, and the lesson in school and in the street should be, that these are the things that point the way to duty, and that way should be followed, whatever the neighbors, the customers or the parties say. That's the manhood trail.

These things should be first taught in school. They are grander than arithmetic, grammar or Latin. They go to the heart of life. The very air of the school room should be charged with the spirit of high purpose. This is not a filibustering suggestion. It is strictly professional.

## Teachers and their Salaries.

[Charleston (S. C.) News-Courier.]

Among other dearths in Texas at present is that of school teachers, the chairman of the University of Texas's committee on recommending teachers reporting that hundreds of places are vacant with no teachers to fill them, although salaries have been raised in recent years.

Salaries for teachers have not been raised sufficiently in Texas and elsewhere. Twenty-five years ago there were no women stenographers or book-keepers and few women milliners or clerks in South Carolina. The young woman who was compelled to earn her own livelihood went to school teaching as a matter of course, whether she was competent or not. What was left for her to do? Nowadays she chooses from among a dozen callings, and the demand for positions in the schools is not so great that salaries may be kept at a low point.

In our larger towns thoroly trained school superintendents are employed, and they are paid fairly well. The skilful superintendent works up a company of young teachers, no matter what their rawness and inexperience, to considerable efficiency. The corps of teachers in the average town school system is constantly changing. The young women marry, or they grow tired; many of them are home girls who live with their parents and are willing to accept small salaries for a few years on that account; but with the opening of each new year the superintendent finds his corps demoralized with only one or two dependable and professional teachers who can be of the least assistance to him in school organization. In the country, the case is even worse. There, no expert superintendent is to be had, and the drifting from year to year of teachers from village to village is constant. There is little continuity except in name and location in the rural school.

The explanation is merely that school work pays too little to tempt even women to adopt it as a profession. How many teachers have we in South Carolina who do not expect to turn to something else sooner or later?

Discussing the Texas situation, the *Houston Post* observes that the school patron balks at paying the teacher more than fifty dollars the month, but the same patron pays a negro man forty dollars the month and gives him board, to look after his mules. Are five children, inquires *The Post*, no less important than the mules?

In South Carolina the negro man does not count so much, tho he may later. Meantime, so long as the hired man on the farm may be had for less than twenty dollars the month, it might be worth while to spend thirty dollars additional on the teacher in the hope that more of her (or of him) and of a better and more lasting quality might be produced.

Some persons like to teach school. Tastes are strange and unaccountable. We censure no man or woman who prefers anything to it and, surely, lest the race of those who like it die out for want of cultivation, we should at least be willing everywhere to pay them generously.

## The Program of the Common School.

[Pres. Benjamin Ide Wheeler, University of California.]

We too often hear the remark that the teaching and studies of the public schools must be shaped to the needs of the children of families of moderate means, or of no means, or the children of the masses, or of certain classes; and that if wealthy parents want to give their children a better education or one that leads to higher station they must send them to private and special schools. All this is the voice of a spurious democracy. It is no democracy at all. It is a reversion to the notions of the "ragged school." It is the voice of class spirit. It contemplates the classification of helpless children according to conditions of birth, and deliberately proposes to rob them of full and free opportunity. Who knows that the children of the poor or lowly do not need to study certain things?

The public can afford to have for the public schools the best teachers, the best equipment, the best studies and courses; it cannot afford to do anything else.

Your step has lost elasticity because your blood has lost vitality, which Hood's Sarsaparilla will restore.



## The Educational Outlook.

Out of 41,000 children whose eyes were examined at the instance of the Vermont State Board of Education, 14,000 pairs of eyes were found defective. One child out of every three whose sight was tested stood in need of medical attention.

New Castle, Del., is proud of the saving record made by its school children. Of its 349 pupils 177 have started accounts and during the first four weeks a total of \$114 has been deposited. Each Monday the young depositors hand their savings to one of the teachers, who places it in the bank.

On the closing evening of the meeting of the South Central Missouri Teachers' Association at Cuba, a declamatory contest will be held. Each high school in the district will be entitled to one contestant. Two gold medals will be awarded the winners.

E. L. Palmer of Dexter has been chosen as head of the Maine Teachers' Association for the coming year. Mr. Palmer is one of the most prominent of the younger educators of the State. He should prove a progressive leader, alive to all the interests of the teachers.

A portrait of the late Philatus Dean, who was long and prominently connected with Pittsburg's first high school as teacher and principal, and later became director of the Allegheny Observatory, has recently been presented to the latter institution by the Dean Pupils Association.

Superintendent Chancellor, of Washington, is scheduled to deliver a series of twenty lectures at Johns Hopkins University this winter.

Louisiana reports 496,801 children of school age. Of this number 225,008, or less than half are enrolled. Of the total 275,087 are white, and 221,714 are colored. Of those at school, 148,305 are white, and 76,703 are colored.

Superintendent Durfee of Fall River, Mass., is agitating the question of a night school for adults. It is hoped that by having a special school for them that men and women may be induced to attend. Another feature of the plan, is the special encouragement that it extends in the direction of the civil service itself.

Superintendent Poland's plan to have courses in good citizenship conducted in the seventy classes for foreigners has met with the approval of the Newark Board of Education. Five teachers familiar with the languages of the students will be employed for the purpose, tho wherever possible the talks will be given in English.

Pres. Henry S. Pritchett, of the Carnegie Foundation for the Advancement of Teaching, and the National Society for the Promotion of Industrial Education, has written a "Foreword" for this number of *Teachers' College Record* in which he says:

"At the present time few matters pertaining to education have more significance for Americans than those which reveal the accomplishments of the modern German nation, and perhaps no feature of German educational progress means more to us to-day than that which pertains to vocational training. . . . Such a study (in *Teachers' College Record* for November) seems to me particularly opportune, and the reading of this report answers the questions which the American is likely to ask."

The Schoolmen's Club of Newark recently gave a dinner in honor of Assistant Supt. J. W. Kennedy.

Superintendent Elson of Cleveland, recently stated that his city leads the country in the masculine element of its high schools.

"We employ a larger percentage of men teachers in proportion to the number of women teachers in our high schools," he says, "than any city in America."

A law requiring attendance of native children at school and prescribing a penalty for its non-observance, would be of great advantage, says Commissioner Elmer E. Brown, in speaking of the educational needs of Alaska. It should be provided, however, that it be left to the discretion of the Secretary of the Interior to name the places to which the law should be applied. This is desirable by reason of the fact that conditions as regards its suitability and enforcement differ widely in different places.

Superintendent Cooley of Evansville, Ind., has just returned from a trip of inspection in the schools of Cleveland, Washington, and New York. The Board of Education was worried over the decrease in attendance, and sent Mr. Cooley to make investigation of the methods employed in these cities to secure suggestions for their guidance in remodeling the course of study. It is believed that some radical changes will be made.

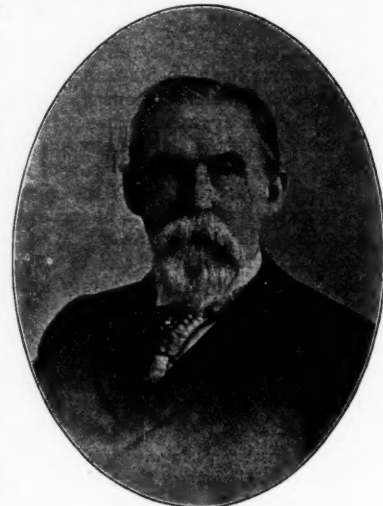
Within ten years there will be technical high schools in all of the larger cities of Iowa, according to the judgment of President Seerley of the Iowa State Normal School, as expressed at the Northwestern Iowa Educational Association's recent convention at Cedar Rapids. He declared that "The introduction of the elective courses, including commercial and other practical branches into our high schools, is but the attempt to forestall the inevitable. But the demand for technical training upon the part of a great throng of the young people of our State in those lines which will fit them for earning a livelihood cannot long be ignored."

At the recent meeting of the Purity Congress at Battle Creek, Mich., Dr. Hattie Schwendener severely criticised the attitude of the N. E. A. in ignoring petitions to establish a committee to investigate the subject of inaugurating the teaching of sexual physiology in the public schools. Dr. Schwendener said the teaching of the street and the playground in matters of sex and morality is universal, incorrect, and degrading, and the belief that it is possible to keep children in ignorance of these things until physical maturity is a fallacy. To be effectual, she said, pure morals should be taught from the kindergarten to the university, and should underlie and permeate all teaching in all branches.

Mr. A. E. Peterson, who has for two years been the principal of the Danbury (Conn.) High School, has been appointed an instructor in history in the DeWitt Clinton High School of New York City. His successor will be Mr. Harry C. Folsom, who for six years has been principal of the South Manchester High School.

The Connecticut Association of Public School Superintendents will hold its annual meeting at Meriden, on the 14th of December. The subject for discussion is: "The right and duty of the State of Connecticut to raise the minimum qualification of teachers in the elementary schools, and to fix the minimum salary for such teachers."

Robert C. Metcalf, who for over a score of years has been known to thousands of teachers thru his position as supervisor in the Boston school system, is now associated with Joseph B. Groce in the Educational Bureau for the service of school committees, superintendents, and teachers.



ROBERT C. METCALF.

Mr. Metcalf began teaching before he was eighteen. His experience covers many grades and conditions of schools, from the one-room country school to the principalship of a high school. He was master of a Boston grammar school for something like sixteen years, and in 1882 became supervisor of the schools of that city. With language as his special department, Mr. Metcalf's long experience would seem to fit him almost ideally for the work he has chosen of supplying schools with teachers and teachers with schools.

The phenomenal growth of the Isaac Pitman shorthand since the issue of their "Short Course in Shorthand," is evidenced by the large number of prominent schools now teaching this method. This work has recently been introduced into the following schools: High School of Commerce, New York City; Commercial High School, Brooklyn; N. Y. Long Island City Evening Trade and High School for Men, New York City; High School, Kearny, N. J.; High School, Medford, Oregon; High School, St. John, Kansas; High School, Stonington, Conn.; High School, Pomona, Cal.; Y. M. C. A., Prospect Park Branch, Brooklyn, N. Y.; Y. M. C. A., South Bend, Ind.; Colegio Ingles, San Luis Potosi, Mexico; Y. M. C. A., Mobile, Ala.; Tuskegee Normal and Industrial Institute, Tuskegee, Ala., etc.

## Catarrh Invites Consumption

It weakens the delicate lung tissues, deranges the digestive organs, and breaks down the general health.

It often causes headache and dizziness, impairs the taste, smell and hearing, and affects the voice.

Being a constitutional disease it requires a constitutional remedy.

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Radically and permanently cures.

In usual liquid form or in chocolate tablets known as **Sarsatabs**. 100 doses \$1.

### The Teaching Profession.

The teachers of Hampshire County, Mass., at their recent meeting in Northampton were addressed by a number of eminent speakers, among them G. Stanley Hall.

He declared that the average duration of a teacher's service in this country was three and one-half years. This, he said, meant that nearly one-third of our teachers are leaving their chosen profession every year. In any other calling it would be regarded as a serious thing. Another defect was the fact that our schools were suffering from too many women. There was a feminization of the American school system. Only twenty-four in 100 teachers were men, and the proportion of women was by far too great.

C. W. Marshall was elected president of the association for the coming year.

### Housekeeping vs. Insanitary Homes.

The annual report of the Board for the condemnation of Insanitary Buildings in the District of Columbia, contains the following statement:

"A school of good housekeeping, within which to teach the ignorant how to properly take care of themselves and their homes, would be of more benefit from a sociological point of view than the literary and musical knowledge obtained in connection with so-called education that seems to produce too frequently a general aversion for anything resembling hard work."

### A Helpful Museum.

The Charleston Museum presented a scene of rather unusual activity the other day when about one hundred pupils of the Courtenay School, in charge of Miss Olney and two other teachers, assembled in the building to examine specimens of South American animals. The children had been studying the geography

of that continent. A number of animals were placed on exhibition in Manigault Hall—the llama, the donkey of the Peruvian mountaineer, the wool-bearing alpaca, the strange two-toed sloth, the condor, the long-legged stork, and many other interesting beasts and birds.

The director, Mr. Rea, gave an interesting talk of half an hour or so, describing the more important characteristics of the animals on exhibit.

Last year Miss Olney's class visited the Museum in order to gain a more intimate acquaintance with the animal life of Australia, and many of the children who were present on that occasion returned this time on their own initiative. The Museum is not only willing, but eager, to assist teachers in this manner, and any teacher wishing to bring a class to the Museum needs only to arrange a date a few days beforehand, and every facility at the command of the Museum will be placed at his or her disposal.

### Extension Courses Supported.

The courses delivered in Newark, N. J., by Dr. J. P. Gordy, and Dr. James Lough, both of New York University, and Dr. J. P. Haney, lecturer at the University and director of manual arts in New York City, are receiving splendid support. Dr. Haney's series is on Practical Lessons in Applied Design. Dr. Gordy is lecturing upon American History, and Dr. Lough on Educational Psychology.

### Civil Service for Teachers.

Supt. Frank B. Dyer, of Cincinnati, recently told the Miami Valley Schoolmasters' Club at its meeting in Dayton, Ohio, that a civil service system for teachers would be a good thing, serving as it would, he believes, to have better teachers appointed and to have them retained after they have shown their ability

to "make good." And he added that there should be some means of a training for teachers after they have been employed. He also outlined a pension system which met with the hearty approval of those present.

### Technical School Opened.

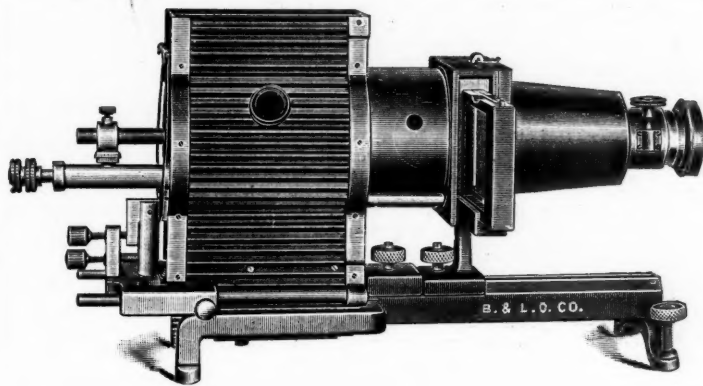
The first technical school in Nova Scotia has been opened at Sydney by Prof. F. H. Sexton, director of technical education in Nova Scotia. A large audience attended the opening. Mayor Kimber said the occasion marked the first step taken as a result of a scheme recently adopted by the provincial Government in the matter of technical education, the school being the first one to open its doors under the new order of things.

Other schools will be inaugurated in New Glasgow, Amherst and Halifax. A school will be established in Yarmouth having special regard to fishing industry, while the Nova Scotia technical college, modeled after the Massachusetts Institute of Technology, will be established in Halifax, and work commenced as soon as the building and plant are ready. All these institutions will be established and maintained by the provincial Government, and tuition will be practically free. It is the most ambitious scheme of technical education yet proposed in Canada.

### Fire Drill.

Fire Chief Lance, of Columbus, Ohio, has just inspected the schools. He found conditions in general very satisfactory. What pleased him particularly was the smoothness with which the children went thru their fire drill.

The record time for emptying the building is held by the Ohio Avenue, First Avenue and Park Street schools, each getting out in fifty seconds. Ohio Avenue, however, has the larger number of pupils. Northwood Avenue, with 520 pupils, marched out in fifty-five seconds.



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Prin. Fred W. Fort, of the Hamburg Place School, Newark, has held that position for twenty-five years. Three teachers have been connected with the school during the entire period, in fact they antedate Mr. Fort's principalship by several months. They are Miss Emma F. Baldwin, vice-principal of the grammar department; Miss Agnes B. Clarke, vice-principal of the primary department, and Miss Jennie A. Gemar, head assistant.

The College of Education at the University of Minnesota, has opened a small practice school for use in connection with its courses in the theory and practice of elementary and secondary teaching. The school is under the charge of Prof. A. W. Rankin, who was for many years state inspector of graded schools. The college has started also some special Saturday morning courses in the history of education, school management, and high school organization, which are open to the teachers of Minneapolis. In connection with a committee of citizens in St. Paul, Dean James has organized five series of weekly lectures running thru the year, in general psychology, educational psychology, sociology, history of education, and English literature. Superintendent S. L. Heeter, of St. Paul, has arranged, in addition, for an elaborate and very effective program of evening work, both of elementary grade and of high school grade, and including many courses in drawing and other manual work of a technical nature for the benefit of those employed in various occupations. All of this work will be carried on throughout the year, and, by the generosity of the committee in charge, at nominal expense to the students enrolled.

### Expurgated Bible.

The school management committee of the Board of Education of Chicago has received a proposition to put in the schools a book of Bible readings—virtually an expurgated Bible. Two representatives of the Educational Union, which is a committee purporting to represent all religious denominations of Chicago, appeared before the committee and made an appeal for Bible reading in the schools.

### Recent Deaths.

Miss Ella F. Kehew, sixty-one years of age, for forty-two years a teacher in the schools of Salem, Mass., died on November 1. She was appointed in March, 1865, and had taught continuously since.

R. S. Brown, for many years superintendent of Franklin County, Va., died recently at his home in Penhook.

Don Diego Barros Arana, known as South America's "Grand Old Man," and the most eminent historian and educator in Chili, died in Santiago, November 4. He was born there in 1830.

To the efforts of Don Diego Barros Arana probably more than any other one man are due the present high standard of the University of Chili.

As rector of the university for years his influence was great in advancing the cause of higher education, and it was under his direction that the National Institute was organized and re-established upon its present basis.

His entire life was devoted to the intellectual interests of his country, and his name is honored as that of a great educator as well as a writer of distinction. In this latter connection he was the author of a colossal work in sixteen large volumes on the history of Chili, which represents enormous labor and research.

A bronze tablet erected in memory of Oliver Durfee Clark by the Brooklyn Teachers' Association was dedicated in the Boys' High School of Brooklyn on November 1. The tablet is a fitting tribute to the memory of faithful service in the cause of education.

Members of the Circle Francais of the Jamaica High School have formed a Glee Club. On November 9 a soiree musicale was given by the Circle at which the Glee Club sang French songs.

Superintendent Maxwell and Dr. Henry M. Leipziger, supervisor of lectures, were the speakers at the last meeting of the male Principals' Association of Manhattan. Dr. Maxwell's plea was for greater freedom for the teachers. He said that every school should be "organized as a democratic community, in which the principal shall be first among equals; in which the principal shall contribute his full share of knowledge, skill, and enthusiasm, and in which he shall elicit and utilize all the knowledge, all the skill, and all the enthusiasm of every teacher in his corps."

Dr. Henry M. Leipziger urged the principals to co-operate with the public lecture system, particularly in bringing to the attention of the public generally the splendid advantages of the public lectures.

William C. Cornwell, of J. S. Bache & Co., bankers and brokers, lectured last week before the School of Commerce, Accounts, and Finance of the New York University on the present condition of the money markets, and the causes underlying recent credit disturbances.

The High School Teachers' Association at its last meeting declared, by a unanimous resolution, that the position of first assistant in high schools should be a salary grade. The members believe this to be the original status of the position and can find nothing in the by-laws to justify the stand taken by the Board of Superintendents. The Board has held that a person holding a first assistant's license must be transferred to another school or wait for the occupant of such a position in his own school to die or to resign. The stoppage of the promotion of these licenses was declared to be a mere executive decision, anomalous and prejudicial to the encouragement of ambition and progress of high school teachers.

William Wiener, head of the physical science department in the Newark High School, took two of his classes in chemistry to New York recently, where, in Havemeyer Hall of Columbia University they heard a lecture by Professor Charles F. Chandler, on "The History of Chemistry from Beginning to Modern Times." Fifty-five pupils made the trip with Mr. Wiener. The lecture was one of the series being delivered by heads of departments which sum up the history and present scope of work in the branches of learning they represent.

### Elections and Equal Pay.

The recent elections are felt to have had considerable significance for the women teachers of New York.

Eighty-two assemblymen supported the equal pay bill over the Mayor's veto last year. Of these only fifty-one were renominated, of whom forty-five were elected and six met defeat. Forty of the fifty-five opponents of the measure were renominated and thirty-five were returned to Albany. Eleven assemblymen

were not recorded on the bill and five were renominated, only three being re-elected. This is an indicated majority of ten in favor of equal pay.

This result, taken in connection with the condition of the money market, will make the work of the Interborough Association and its friends more difficult this year than last. It must, however, be remembered that the Association is now thoroughly organized for the work it has undertaken and better equipped than previously for pushing its campaign.

### High School Teachers' Big Meeting.

The quarterly meeting of the High School Teachers' Association, which met at the High School of Commerce on November 2, was unusually spirited.

Dr. Arthur M. Wolfsohn, of the DeWitt Clinton High, Dr. William McAndrew, principal of the Washington Irving High and E. W. Weaver, of the Brooklyn Boys' High, spoke on the general subject, "Why Pupils in the High Schools of New York City Do Not Complete the Course." Superintendent Maxwell then opened the general discussion of the subject. Dr. Wolfsohn said that three sets of causes could be located, first in the pupil, second, in the home, and third, in the school. That is, the student is physically at a transition period; the family welcomes the financial aid of all its members at the earliest possible age; and the school fails to offer what will attract the pupil and appear to him as of real value, and also, there is too radical a break between the elementary and high school courses.

Dr. McAndrew dwelt upon the positive side of the question. He spoke of the need of holding pupils by loyalty and affection for the school. He said that disagreement with some teacher was frequently at the bottom of a pupil's leaving school. It is the personal bond of sympathy between pupil and teacher that gives the surest hold upon the pupil. The school must be the center of interest if it is to retain its scholars to the end of the course.

Mr. Weaver spoke of the value in retaining pupils that the employment bureau had proved. He said that he had by this means been able to hold many of his boys who would otherwise have left prematurely, and, in cases where they had to go, had secured them better situations. He added that the summer vacation was a dangerous period; a job secured then is hard to give up, and usually means that the boy is lost to the school.

Dr. Maxwell ably summed up the addresses of the morning, and in connection with Mr. Weaver's, made the following suggestions.

"I propose," said the city superintendent, "to keep the high schools open during the summer."

"I hasten to add," continued Dr. Maxwell, smiling, "that my idea would be to have a summer session as distinct from a winter one, with, of course, special remuneration for teachers who would volunteer to serve. I would suggest that the curriculum consist of some gymnasium work, and from one and a half to two hours' study a day on not more than three subjects. The pupil could pass a term's work in each subject, get credit in September, and be advanced in the subjects in which he has passed. This would counteract this business influence in the summer."

"I would like the teachers and principals of the high schools to take this matter up and discuss it, and suggest to me, if the decision be in its favor, what the regulations should be."



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### Tainted Food.

Under the cliff opposite our camp in the Canon de Chelly, was the corral of a mixed flock of sheep and goats, and it was a picturesque sight on our first evening to see them come home in the twilight and swarm into their primitive fold—their little Navajo David meanwhile making the echoes ring with some wild song of his people. He was a grave faced little fellow, moccasined and blanketed, and paid us a visit the next morning as his flock grazed about our camp. He leaned silently upon his staff, watching us breakfasting, and we offered him bacon and coffee, than which the Navajo knows no greater luxury. Instead of accepting the proffered hospitality, he looked at our camp-fire and asked where the wood came from.

Red owned to some sticks of it having been gathered from the debris about the dwellings of the dead-and-gone cliff people above us.

Now that which is of the dead is to the Navajo *chin-di*—possessed of evil spirits—and the wood of a dead man's house, if burned, makes evil all that is cooked with it. So in David's philosophy our breakfast was of the devil, and Red's choicest arguments in Navajo were powerless to make him touch a morsel of it.

"*Chin-di*," was all he said, as he rolled his blanket more closely about him, and passed on after his bleating flock.—*The Travel Magazine*.

### St. Nicholas in 1908.

Major-General O. O. Howard, well known thruout the land not only for his distinguished military career, but as an author and lecturer, has, undoubtedly, had to do with more Indian chiefs than any other man, in either civil or military life, now living. He has written of the Indians he has known, and fought, and made friends with, for the boy readers of *St. Nicholas*, and these exciting true stories will be published in *St. Nicholas* during 1908, under the caption, "Famous Indian Chiefs."

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